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AVAILABLE FROM	CHOICE, P. O. Box 250, New Paltz, NY 12561 (Teacher Log, $5.00 plus shipping; Student Log, $2.50 plus shipping; Student Activities--laminated folders--$30.00 plus shipping).
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IDENTIFIERS	*CHOICE (Career Education Curriculum)

ABSTRACT

The documents aggregated here comprise the kindergarten level unit of a series of career education curriculum materials originally designed for migrant students. The kindergarten level unit focuses on two occupational clusters identified by the United States Department of Labor (arts and humanities, and homemaking) and presents learning activities for the 11 jobs encompassed by the two clusters (teacher, artist, musician, dancer, actor, puppeteer, tailor, janitor, housekeeper, waiter, and day care worker). The combined teacher & students log sheets contain stories and information to be read to the student; worksheets on job and role information; and games, mazes, and tracing and pattern completion activities. The activity sheets are designed to help students practice skills of classification, matching, sequencing, and size and difference determination while they learn about the tools needed for each job. The teacher log contains information about each job, instructions for each activity, space for comments, and suggested answers for the activity pages. The pre- and post-tests utilize pictures to measure the extent to which students understand the tools needed and work performed in the 11 jobs. The illustrated activity folders contain activities developed to increase students' self-awareness, job and role information, and decision making/goal attaining skills. (SB)

CHOICE: Challenging Options in Career Education

B1

ED248092

ARTS & HUMANITIES
HOMEMAKING

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CHOICE development began in 1979 as a result of a study indicating that, whereas migrant children and middle class youth had similar career aspirations in the early grades, the career information, self awareness and decision making skills available to migrant children in the later primary school years were severely limited. Although the development and overall design of the curriculum was done with migrant youth in mind, use of the curriculum has been by migrant and non-migrant youth. Funding for the development and production of the materials has come from a variety of sources including CETA, the Career Incentive Act, and Migrant Section 143. There would appear to be an overall need for the type of information CHOICE provides on the part of both migrant and non-migrant youth. Therefore at present the intended audience would be all of our school age youth (including high school dropouts).

The CHOICE curriculum is built on the three strands of career education: (1) self awareness, (2) job and role information, and (3) decision-making/goal attaining and is designed on two levels. (The materials have been successfully used, however, in the upper primary and lower secondary in a non-absolute fashion crossing over the indicated level boundaries.)

The first level, Basic CHOICE, is for students in grades K through 6. Each unit, B1-B7, includes: (1) a pre- post-test, (2) a consumable student log, (3) a teacher log, and (4) a set of a minimum of 20 activity folders.

The pre- post-tests for B1-B4 are in picture format for the student with an accompanying teacher administration guide which indicates the exact wording for each question. The tests for B5-B7 are in a written format with an accompanying teacher administration guide which indicates directions and the exact wording for each question should the teacher decide to read the questions to the students. Answer keys for all tests are available and included with the basic set of CHOICE materials.

The consumable student log and accompanying teacher log contain the Job and Role information for each unit. Each unit, B1-B7, contains information from two of the U.S. Department of Labor defined career clusters. Each log covers at least five occupations of careers from each of the two clusters. The student log contains worksheets related to language arts skills using career related information. Worker stories in B1-B4 are found in the teacher logs and designed to be read to the students. Worker stories in B5-B7 are contained in both the student and teacher logs. The teacher logs contain all the student log pages in addition to the stories, for B1-B4, and additional suggested activities and career related vocabulary, for B5-B7. All the teacher logs contain suggested answers to the student exercises, but it is emphasized that any logical student answer is to be accepted.

The activity folders on each level are divided into three sets, one for each of the career education strands: (1) self awareness, (2) job and role information, and (3) decision-making/goal

3/4

attaining. Each set of folders contains activities, stories, poems, and game-type activities all designed to help the student learn about career education and himself or herself.

The Advanced level of CHOICE materials consists of three texts. Again the organizational and developmental format was based on the three strands of career education and the 15 career clusters.

The first of the three texts is **OCCUPATIONAL RESOURCES**. This is the job and role information text. It contains 60 selections, four from each of the 15 career clusters, written in story, cartoon, interview, fact sheet, and poetry format. Each selection contains information on the tasks, skills, training and tools necessary to the career or occupation as well as the reading and mathematical requirements for the job. Selection of the careers covered was based on two factors. One, both entry level and advanced training level jobs were chosen within each cluster. Two, actual practicants of the job or occupation were interviewed as to their tasks, skills, training and tools. After the selections were written these same people were asked to review the stories for accuracy. **OCCUPATIONAL RESOURCES** has been rewritten on both the third and fifth grade reading levels as well as in the original high school reading level. The information and technical vocabulary has been maintained in the third and fifth grade reading levels but other parts of the stories, cartoons and interviews have been adapted to make reading easier.

The second text of the Advanced materials is **CAREER NOTES**. This volume contains the self awareness and decision-making/goal attaining information. It is designed to be used in individual sections depending on the need of the student. Again various formats have been used, including poetry, cartoon, and game activities to provide interest for the students. The sections included in **CAREER NOTES** are described in the Overview booklet.

The third text of the Advanced materials is **MISSION INFORMATION**. **MISSION INFORMATION** is a manual designed to accompany work exploration and experience programs. There are three sections; they are designed to be used independently of each other. The first is on interviewing a worker to obtain information about his/her job or career. The second is a "shadowing" guide to lead students through a worker shadow experience. The third section is a guide to a work experience program. Each section leads the student and teacher step by step through a discovery process. The student learns where and how to acquire information and how to organize his/her self knowledge and job knowledge in order to make effective decisions.

All of the Advanced materials are presently available in Spanish as well as in English. The Basic materials are in the process of being prepared in Spanish. The Spanish editions are NOT direct translations of the English, rather we have tried to produce a parallel version which makes sense in Spanish.

Table of Contents

Arts & Humanities

Teacher 1
Artist. 6
Musician. 11
Dancer. 16
Actor 22
Puppeteer 27

Homemaking

Tailor. 35
Janitor 40
Housekeeper 46
Waiter. 51
Day Care Worker 57

*Combined Teacher and Student Logs

Pre Post Treatment Control

Student Activities

B-1 Teacher

A teacher is a person who helps others learn new skills. Teachers usually work in school classrooms. The teacher in this picture teaches young children to read and write. Other teachers may teach music, art, arithmetic or science.

The teacher spends many hours working at his desk. He plans lessons that will help his students learn to read and write. He writes the lessons in a book so that he knows what to do at different times of the day. When the students have completed a lesson, the teacher marks their papers to see how much the students have learned. He keeps track of how well each student is doing. Then, several times a year, he sends report cards home, so the parents can see how their children are doing.

The teacher plans many different things for his students to do. Sometimes he reads to them from a book. Sometimes, he writes on the chalkboard, so the whole class can see what he is doing. Once in a while, he uses a projector to show the students a movie or a filmstrip.

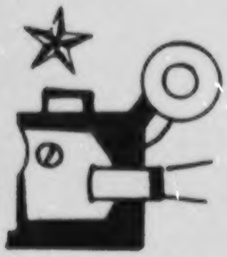
Teachers work very hard to keep their students interested in learning. Although students are in school about 6 hours a day, teachers are there for a much longer time each day.

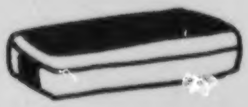
B-1 Teacher Classifying

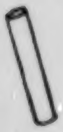
This is a picture of a teacher. Around the outside of the picture are pictures of tools. Some of these are tools a teacher uses at work. Some are not teachers' tools. Look at the picture near the star. What does this picture show? (projector) Is this something a teacher might use at work? (yes) Draw a circle around the projector.

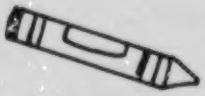
Continue in the same manner, directing the students to draw circles around the teacher's tools. Allow time for discussion. When all of the teacher's tools are circled, direct the students to cross out those tools not used by a teacher.

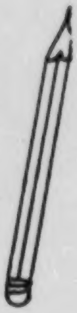
Clockwise from projector: eraser, chalk, crayons, pencil, report card, book, pad of paper, costume, wig, iron, pail, desk, chalkboard.

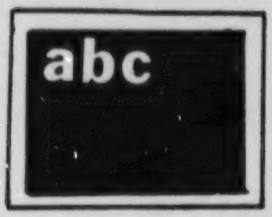


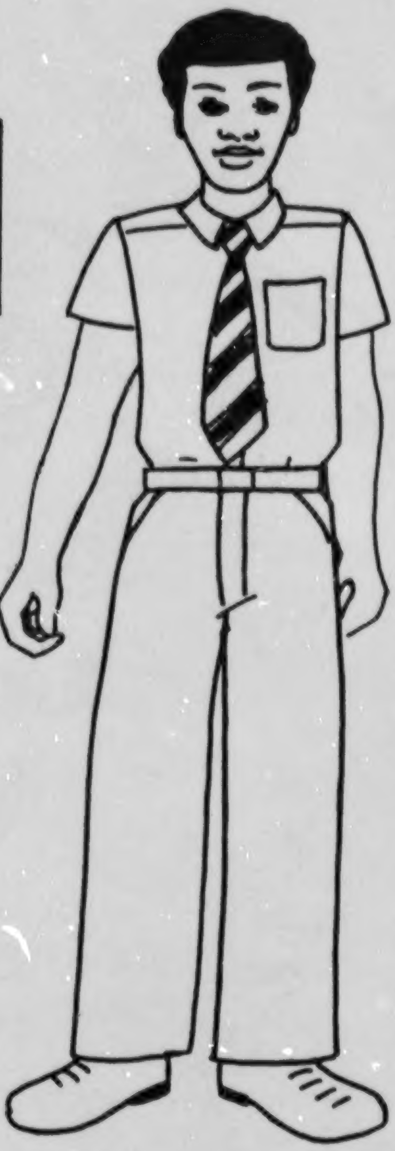


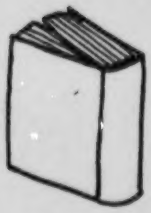


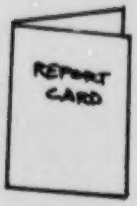








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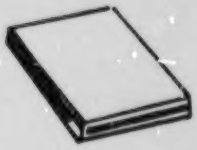
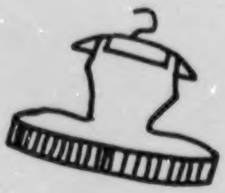
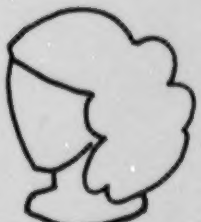
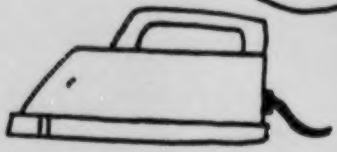
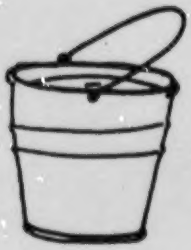










B-1 Teacher Classifying

Draw a circle around those tools a teacher uses at work. Put an X on the tools not used by a teacher at work.

This page is about numerals. Each box has some tools that a teacher might use. Let's name the tools together. (pencils, crayons, books, chalkboard, chalk)

At the bottom of the page are some numerals. Can you name the numerals? (one, two, three, four, five)

Look at the box with the pencils in it. How many pencils are in the box? (2) Draw a line from the two pencils to the numeral that says two.

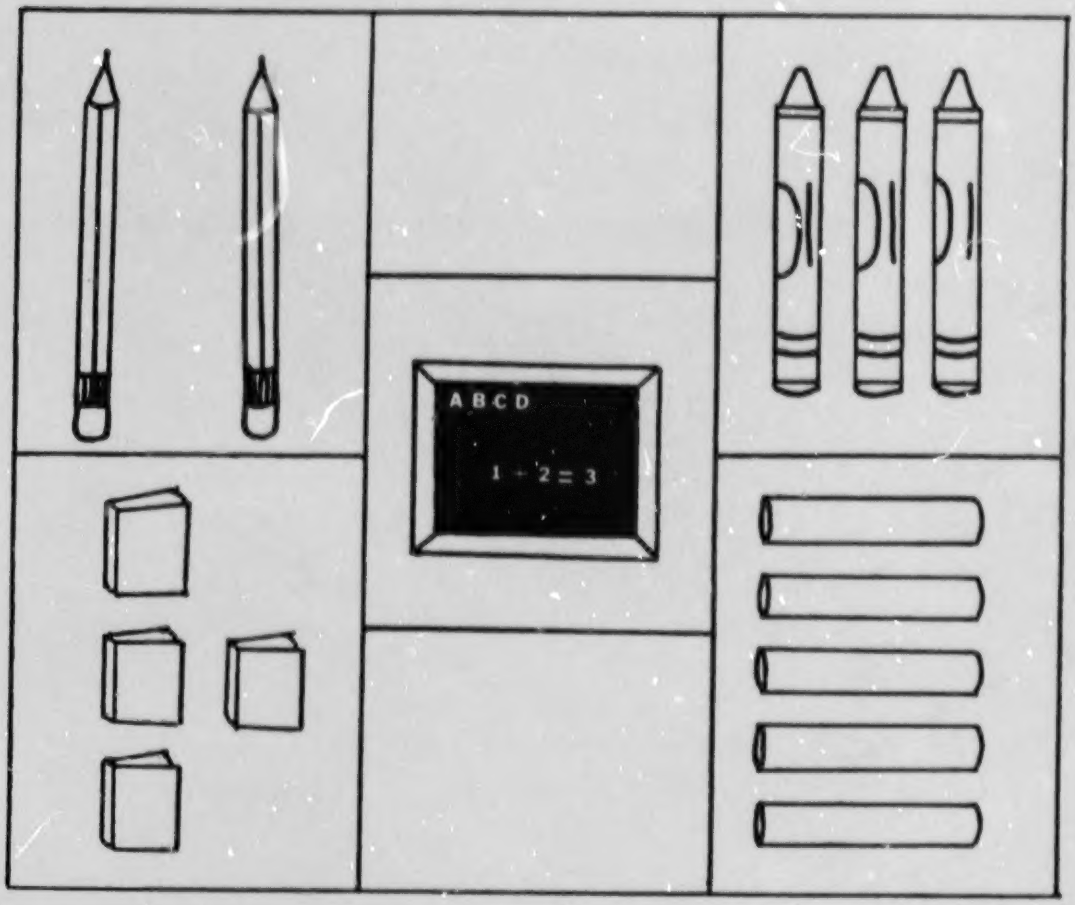
Continue in same manner. Encourage discussion of each set of tools and their uses.

COMMENTS:

B-1 Teacher

Matching Sets to Numerals

Draw a line between each set and the numeral which tells how many tools are in that set.



1 2 3 4 5

B-1 Teacher **Maze**

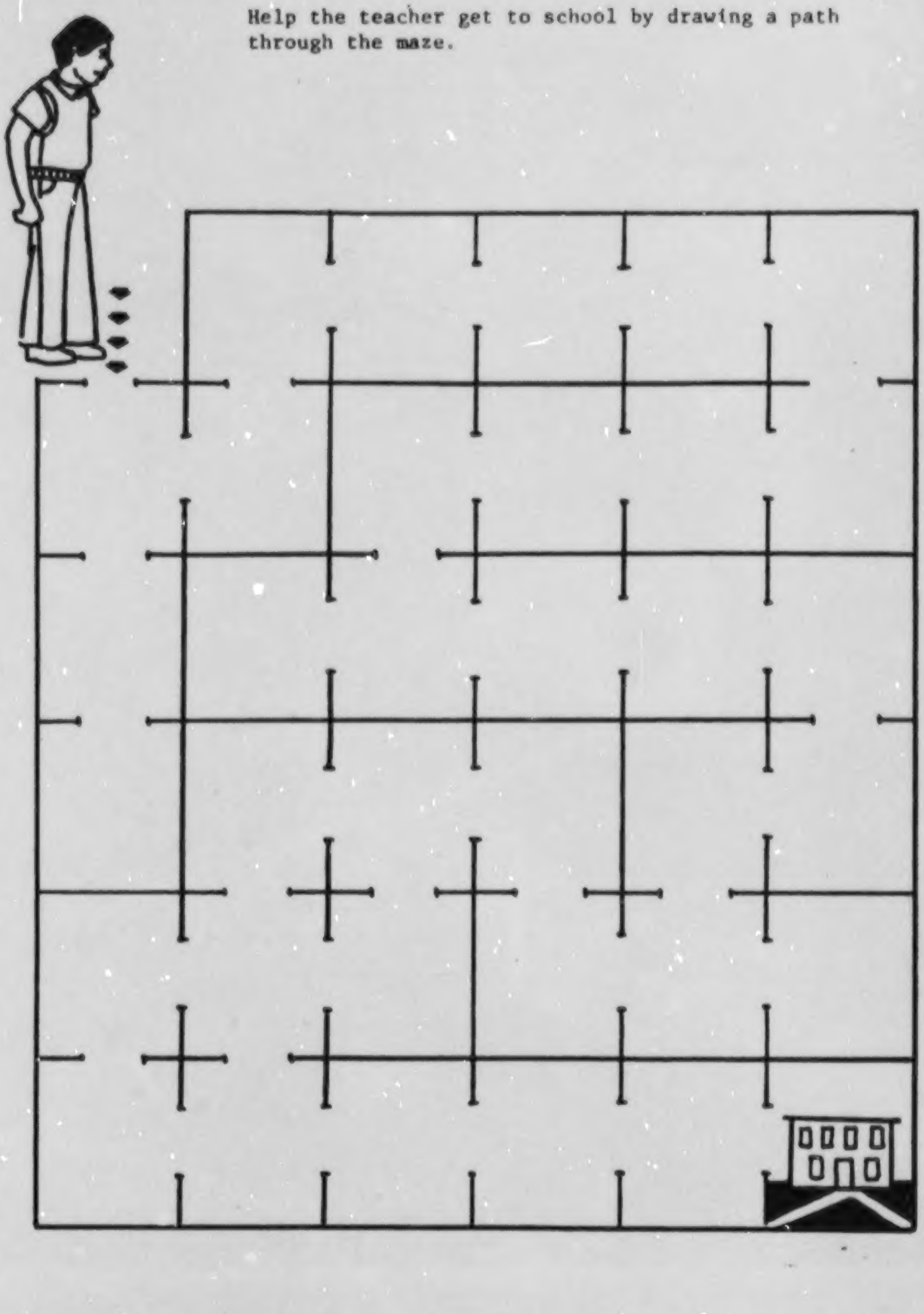
This teacher is on his way to a new school. Help him find the path. Put your finger on the opening in the fence near the teacher. Move your finger between the fences until you find another opening. Do not cross any fences with your finger. See if you can trace the path with your finger all of the way to the school.

Now put your crayon (pencil) at the first opening and draw a line to show the teacher how to get to the school. Draw the line on the path you traced with your finger. Remember not to cross any fences with your crayon (pencil).

COMMENTS:

3T

Help the teacher get to school by drawing a path through the maze.

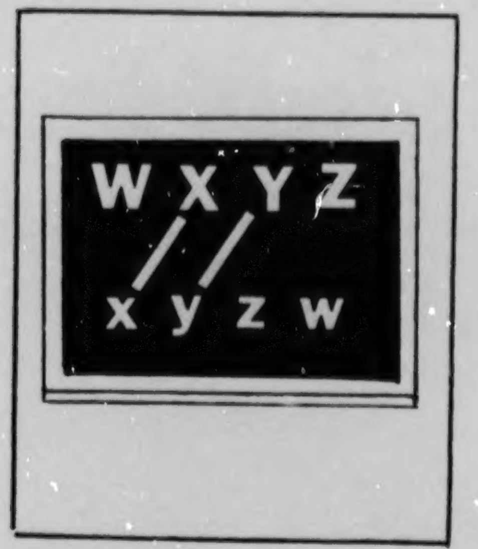


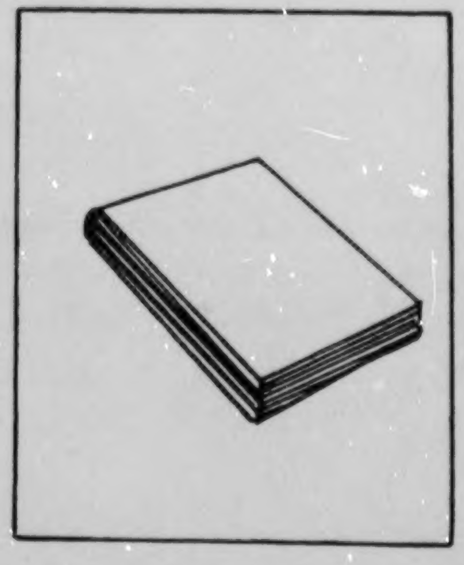
Sometimes a teacher uses tools that go together. Look at the pictures at the top of the page. What does the first picture show? (chalkboard) Can you find something at the bottom of the page that is used with the chalkboard? (chalk, eraser) How are these things used with the chalkboard? Draw a line from the chalk to the chalkboard. Draw a line from the eraser to the chalkboard.

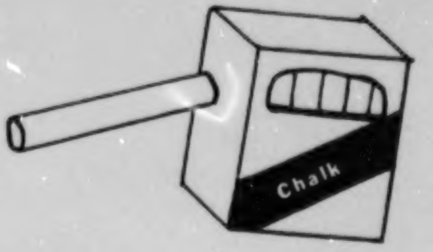
Continue in same manner with pad of paper, crayons, and pencil.

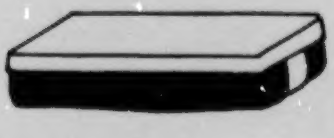
COMMENTS:

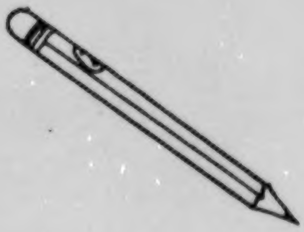
Draw a line from each tool at the bottom to the tool at the top that it is used with.

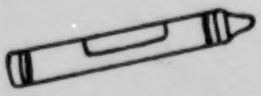


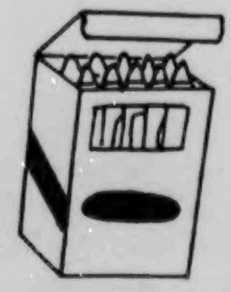












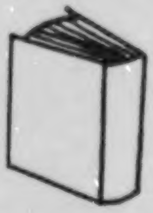
Each row of boxes on this page shows something a teacher uses at work. Look at the top row of boxes. What tool is in each box? (book) How are the books different? (different sizes) Put an X on the biggest book. How does a teacher use books at work?

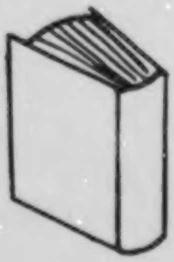
Continue in same manner with:

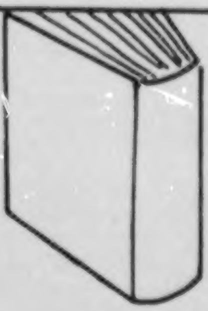
chalkboard erasers
projectors
report cards

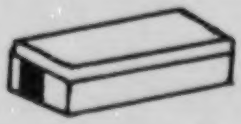
COMMENTS:

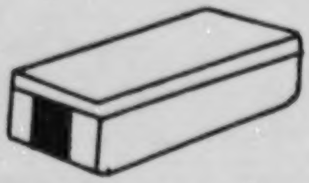
Draw an X on the largest tool in each row.

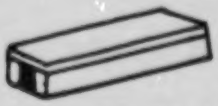


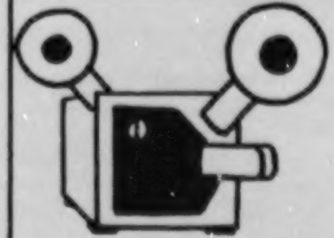


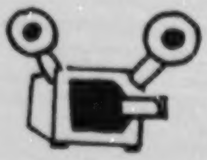


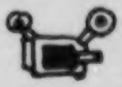


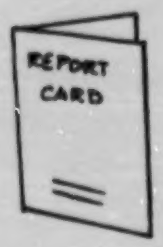








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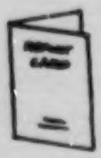

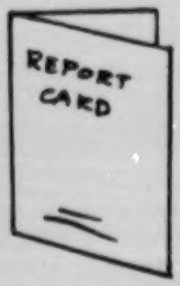
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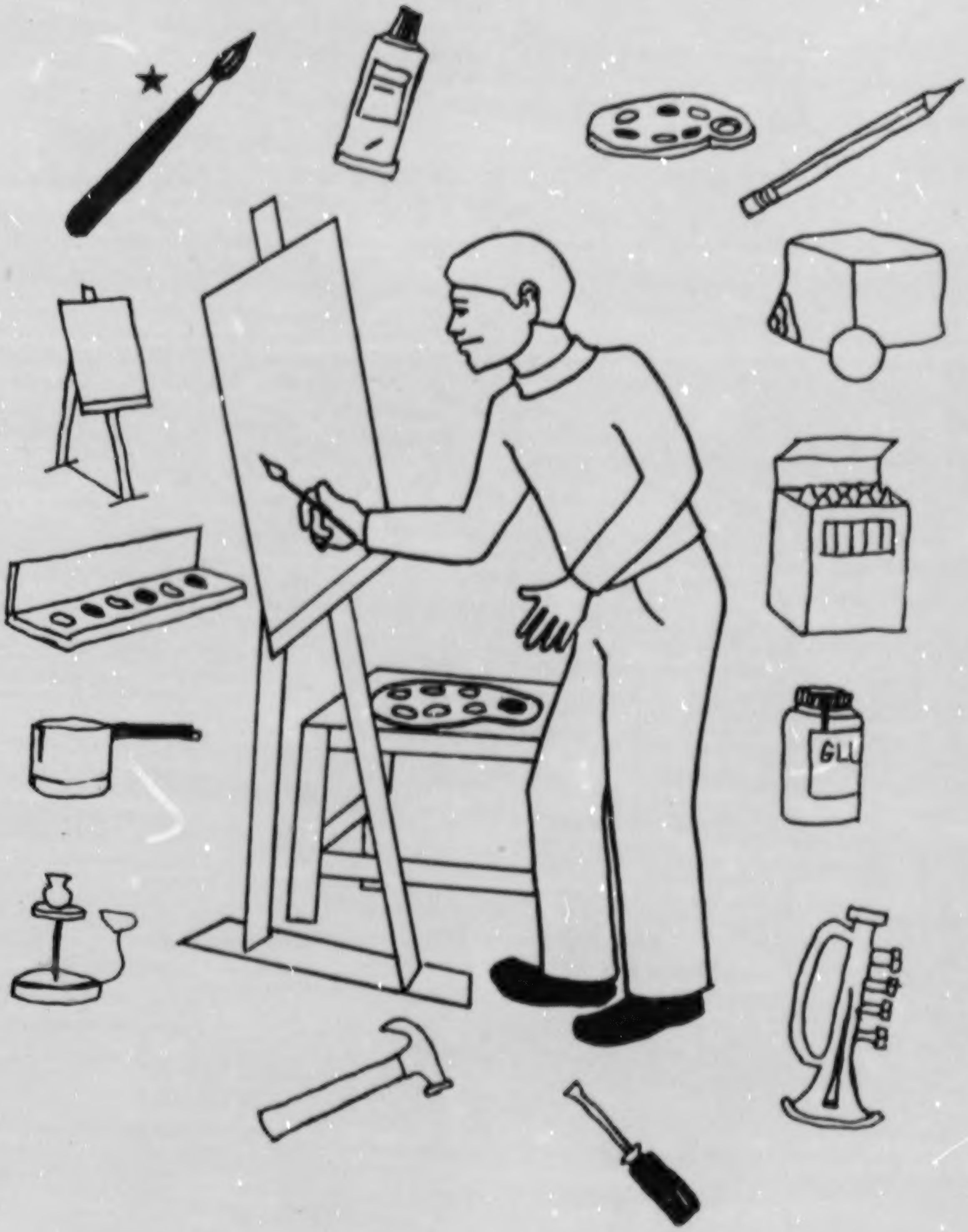


Draw a line from the artist's hand to each tool that an artist might use at work.

B-1 Artist

Artists make our world more pleasant by giving us beautiful things to look at and beautiful things to use. There are many different kinds of artists who use lots of different tools.

One kind of artist is a painter. A painter paints pictures of people, places and things. Most painters paint on canvas. They use easels to hold the canvas where they can reach it. The artist uses paints. Sometimes the paint comes in tubes. Before the artist begins painting, he squeezes colors of paint onto a flat tray called a palette. The palette helps him by holding lots of paint colors at the same time. He uses an artist's brush to put the paint on the canvas and paint the picture. When a painter is painting pictures of people, he often uses a model. A model is a person who sits very still, so the painter can look at the model to help him paint.

Other artists can make statues from metal, wood, or stone. A potter is an artist who uses clay to make dishes or pots. Some artists make designs on cloth. Other artists paint huge drawings on buildings or use colored glass to make beautiful windows.

Most artists work in their own studios. A studio is a room where an artist can keep all of his tools and supplies. Since the artist works in the studio, there must be lots of light. Most studios have many windows. Some even have a window in the ceiling.

B-1 Artist

Classifying
Body Part - Hands

An artist's hands are very important to his work. How does the painter in this picture use his hands? (hold paintbrushes) (set up easel) (squeeze paint from tubes) You might say that an artist's hands are another tool that he uses.

Look at the pictures of tools around the outside of the picture. Some of these tools are tools that an artist uses; some are not. Look at the tool by the star. Is this a tool that an artist might use? (yes) What is it called? (brush) (paintbrush)(artist's brush) Draw a line from the paintbrush to the artist's hand.

Continue in same manner with easel, paint tube, palette, pencil. Do not let students connect irrelevant tools to the artist's hands. Clockwise from brush: paint, palette, pencil, clay, crayons, glue, trumpet, screwdriver, hammer, potter's wheel, pan, paints, easel.

Here are two pictures of artists at work. The artist at the top is a painter.

What is she painting? (mountains, trees, scenery)

Can you name some of the tools she is using?
(easel, paintbrush, palette, canvas)

The artist at the bottom of the page is a potter. She is using clay to make a pitcher.

Which artist is working in her studio? (the potter)

Is the artist's studio indorrs or outdoors? (indoors)

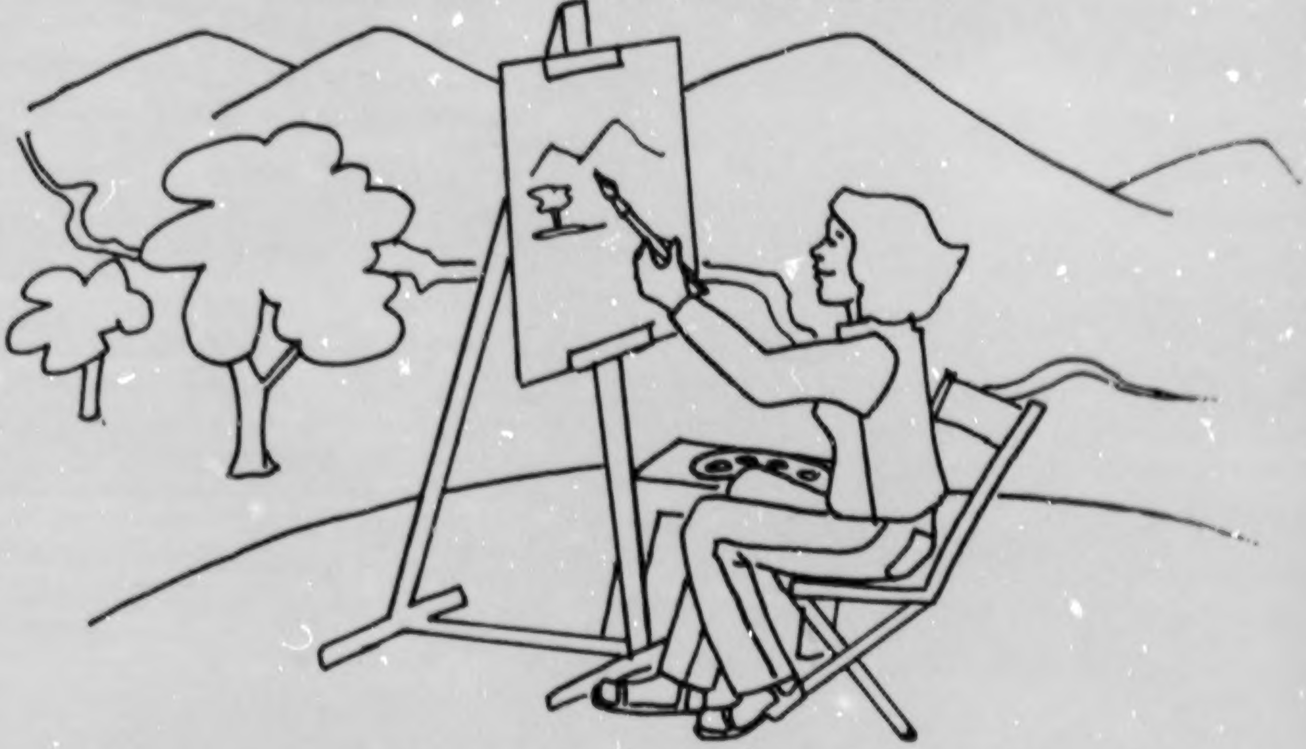
Color the artist who is working indoors.

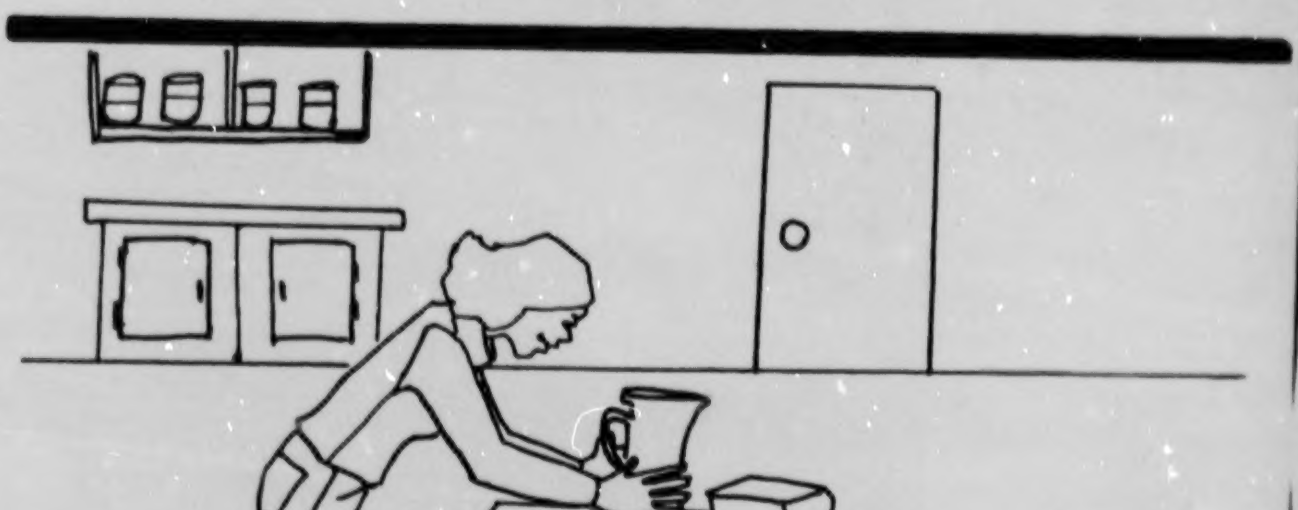
COMMENTS:

B-1 Artist

Indoors - **Outdoors**

Color the picture of the artist who is working indoors.





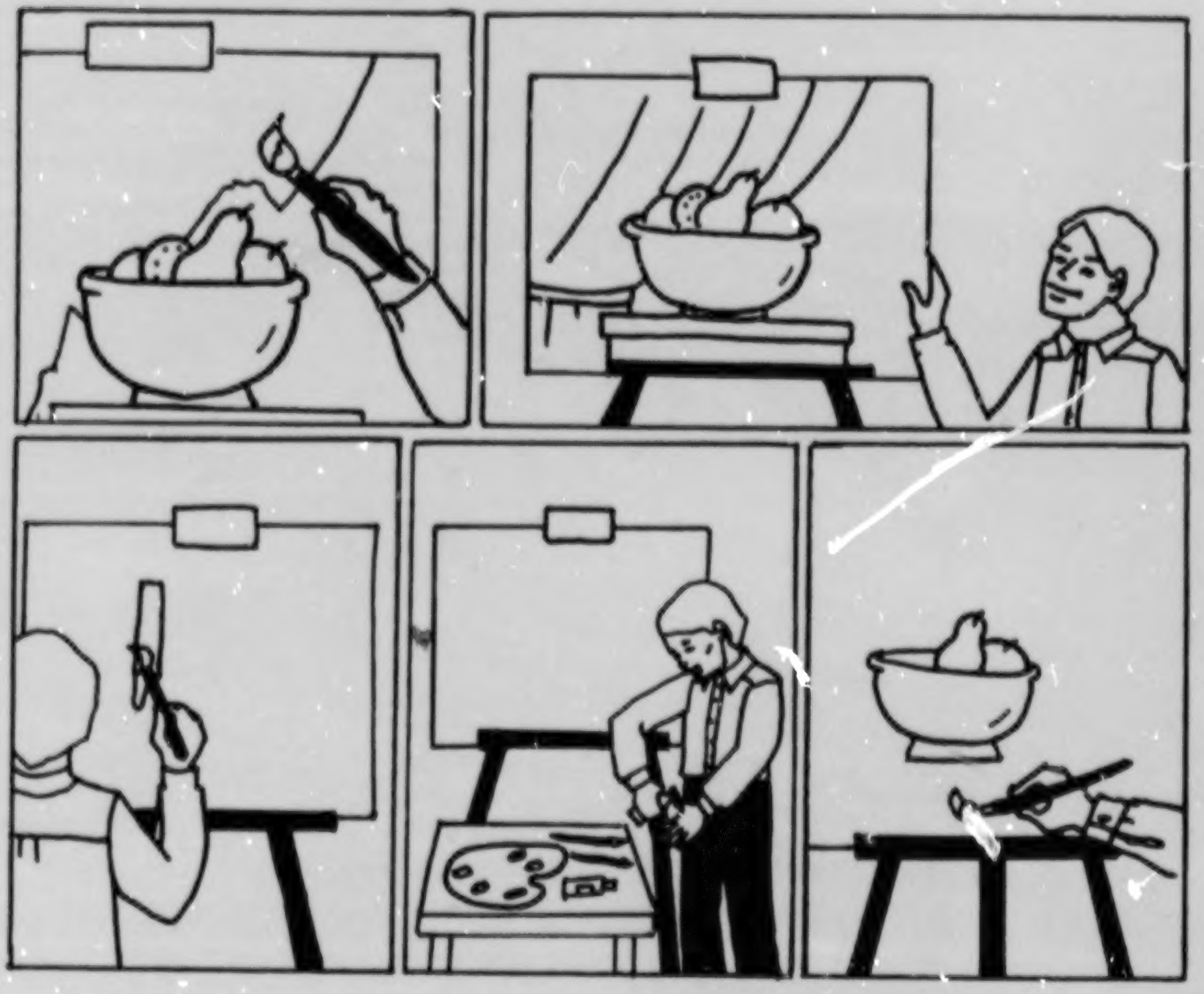
These pictures tell a story about an artist painting a picture of a bowl of fruit. Look carefully at each picture. Can you tell which picture should come first? What would happen first in this story? That's right! The picture of the painter getting ready comes first. Can you name some of the tools he is using in this picture? Draw a line from the numeral one to the picture that comes first.

Continue in the same manner:

2. The painter is putting the first mark on his canvas.
3. The artist is painting the bowl of fruit.
4. The artist is painting the background.
5. The artist is proud when his painting is finished.

COMMENTS:

Draw lines from the numerals to the pictures to show which picture comes first, which second, which third, which fourth, which fifth.



1 2 3 4 5

An artist uses lots of different tools in his work. Look at the glue bottles at the top of the page. How many glue bottles are in the circle? (four) That's right, there are four glue bottles. Find the circle at the bottom of the page which has four glue bottles inside. Draw a line between the two matching sets.

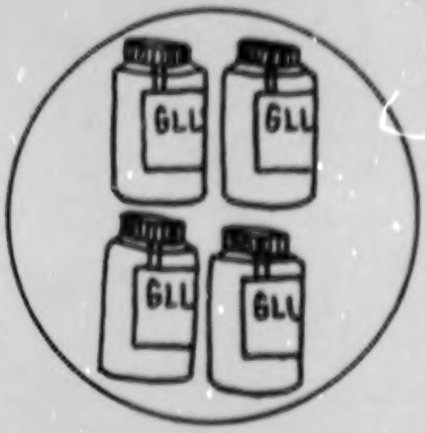
Continue in the same manner with:

2. tubes of paint
3. palette
4. pencils
5. artists' brushes

COMMENTS:

Matching sets

Draw a line between the sets that have the same number of tools.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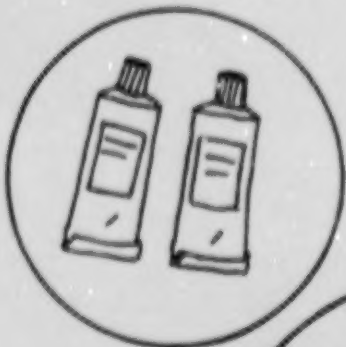

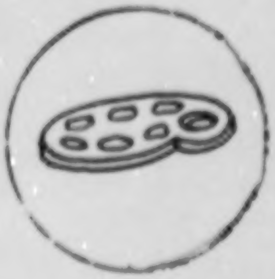

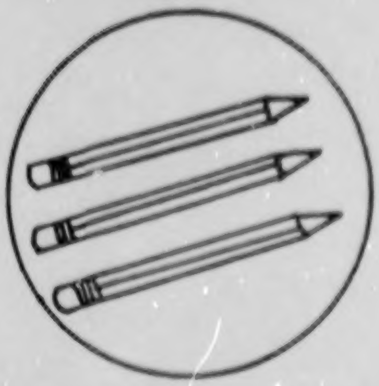

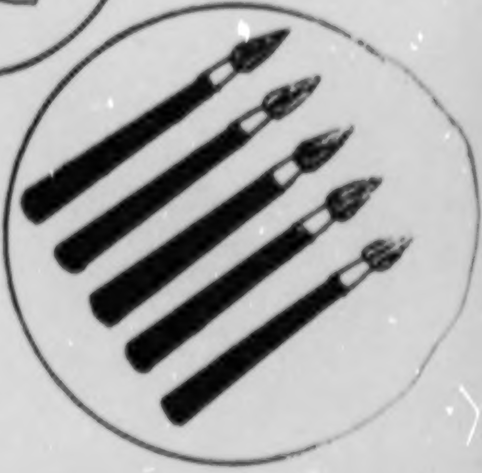

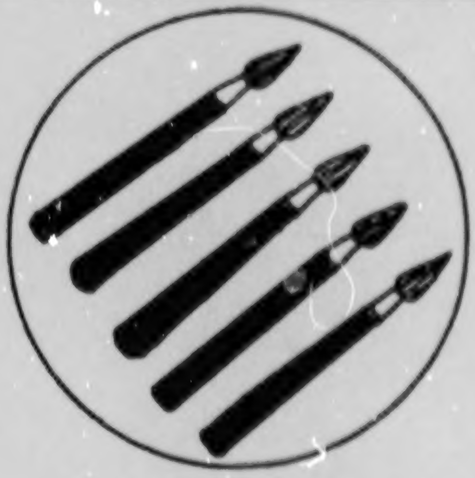

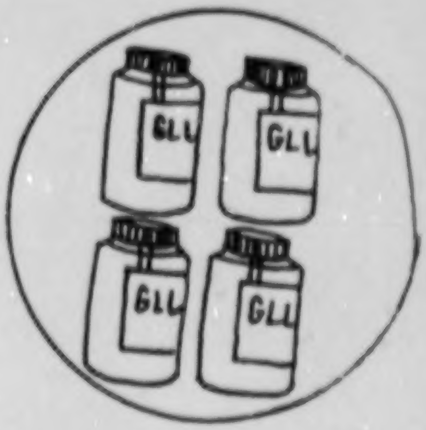
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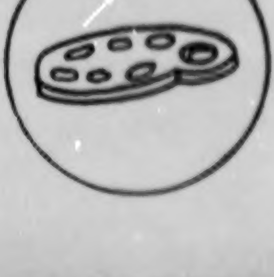
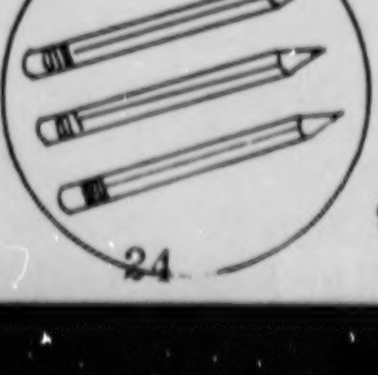
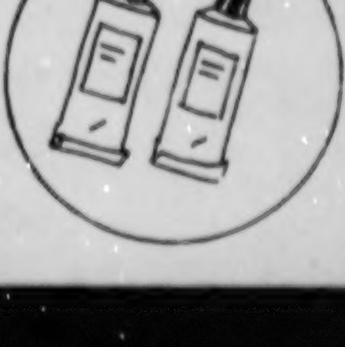


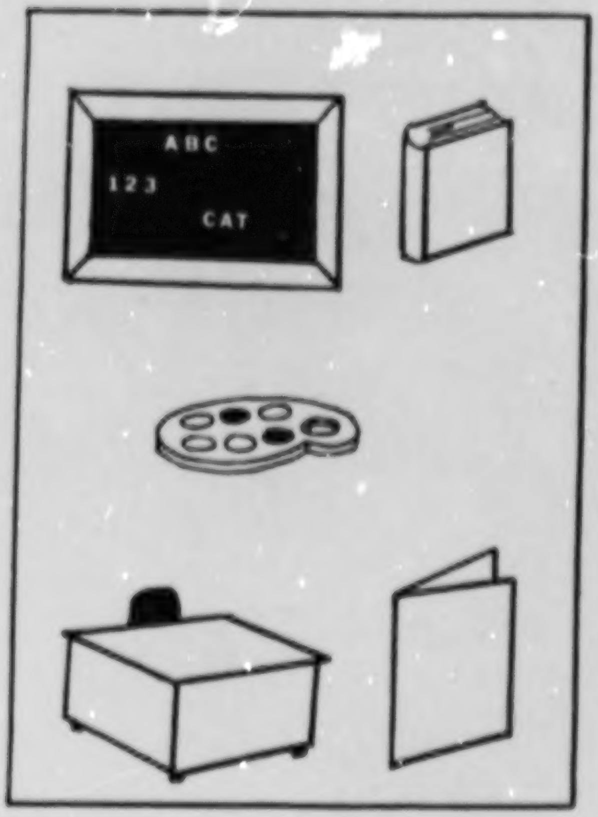


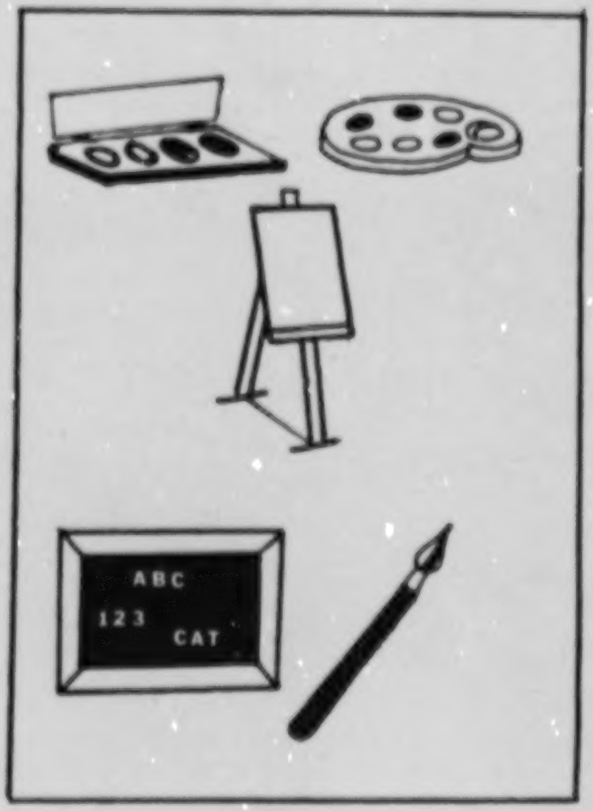


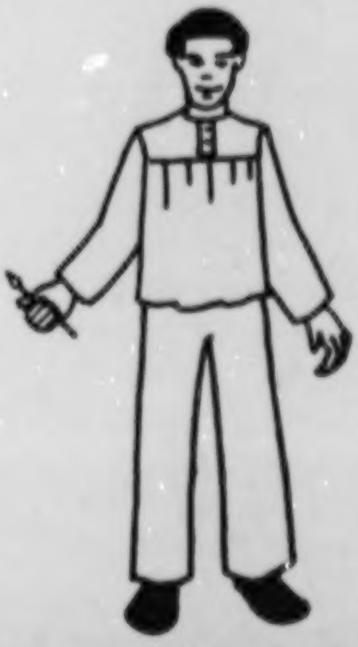
B-1 Teacher/Artist

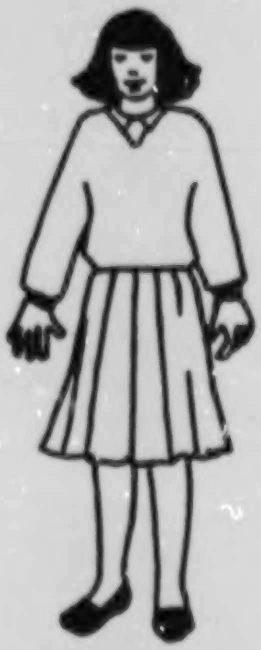
Classifying

Put an X on the tool that does not belong in each box. Draw a line from the workers to the boxes with their tools.









Let's see how much you remember about teachers, artists and their tools. Look at the tools in the first box. Let's name the tools (chalkboard, books, palette, desk, report card). Four of the tools belong together, but 1 tool does not belong with the others. Which tool does not belong? (palette) Why? (The other tools are teacher's tools, the palette is an artist's tool.) Put an X on the tool that doesn't belong.

Use same procedure for second box. (paint, palette, easel, chalkboard, brush)

Draw a line from the teacher to the box which shows her tools.
Draw a line from the artist to the box which shows his tools.

COMMENTS:

B-1 Musician

A musician is a person who plays a musical instrument. The musician in your picture plays a flute. Other musicians play the piano, the guitar, the violin, the drum, or some other musical instrument. Many musicians can play more than one instrument well.

Some musicians perform alone, but others work together in groups called bands or orchestras. A band or orchestra sounds different than one musician.

Musicians perform on a stage in front of an audience. They use sheet music to tell them how to play the music. A music stand holds the sheet music so that the musicians can read it. Musicians use a microphone when they play in a large room. The microphone makes the music louder, so that the audience can hear better.

Just like the artist, a musician sometimes works in a special room called a studio. A musician's studio has microphones and special machines to make records and tape recordings. Because musicians make records and tapes, we can hear music when there are no musicians with us.

B-1 Musician Classifying

Look at the tools around the outside of the page. Some of the pictures are tools a musician would use; others are not. Look at the tool near the star. This picture shows a music stand with sheet music. Does a musician use sheet music? (yes) Draw a circle around the sheet music.

Continue as above with:
- recorder
- piano
- trumpet
- microphone
- violin
- saxophone

Direct students to put an X on each tool not used by musicians:

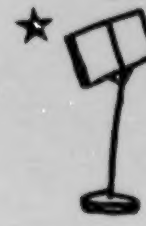
- glue
- broom
- hammer
- sock

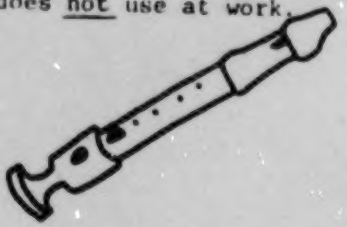
Comments:

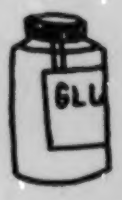
B-1 Musician

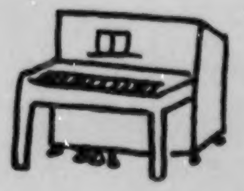
Classifying

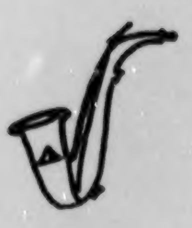
Draw a circle around each tool a musician would use at work. Put an X on each tool a musician does not use at work.

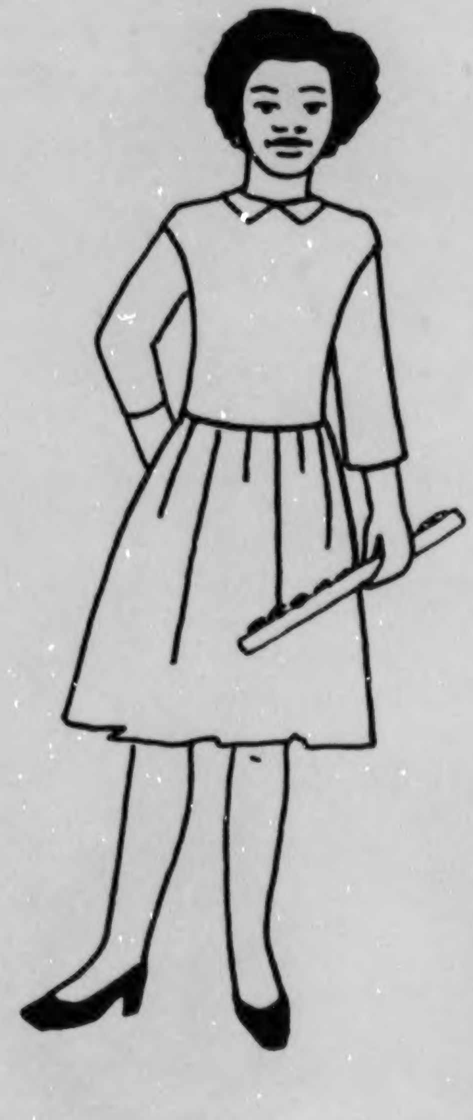


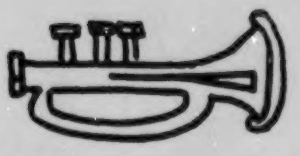


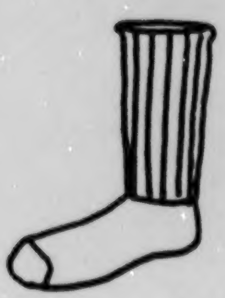


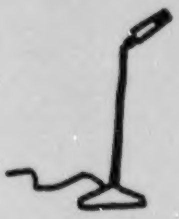


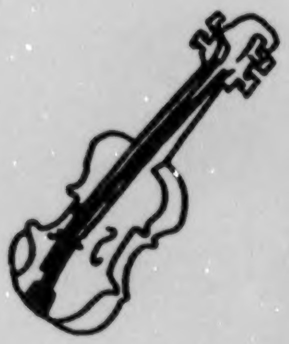


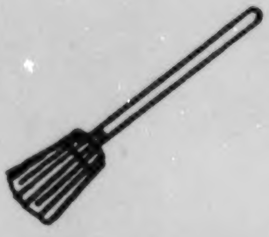


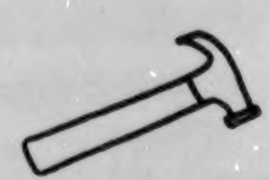




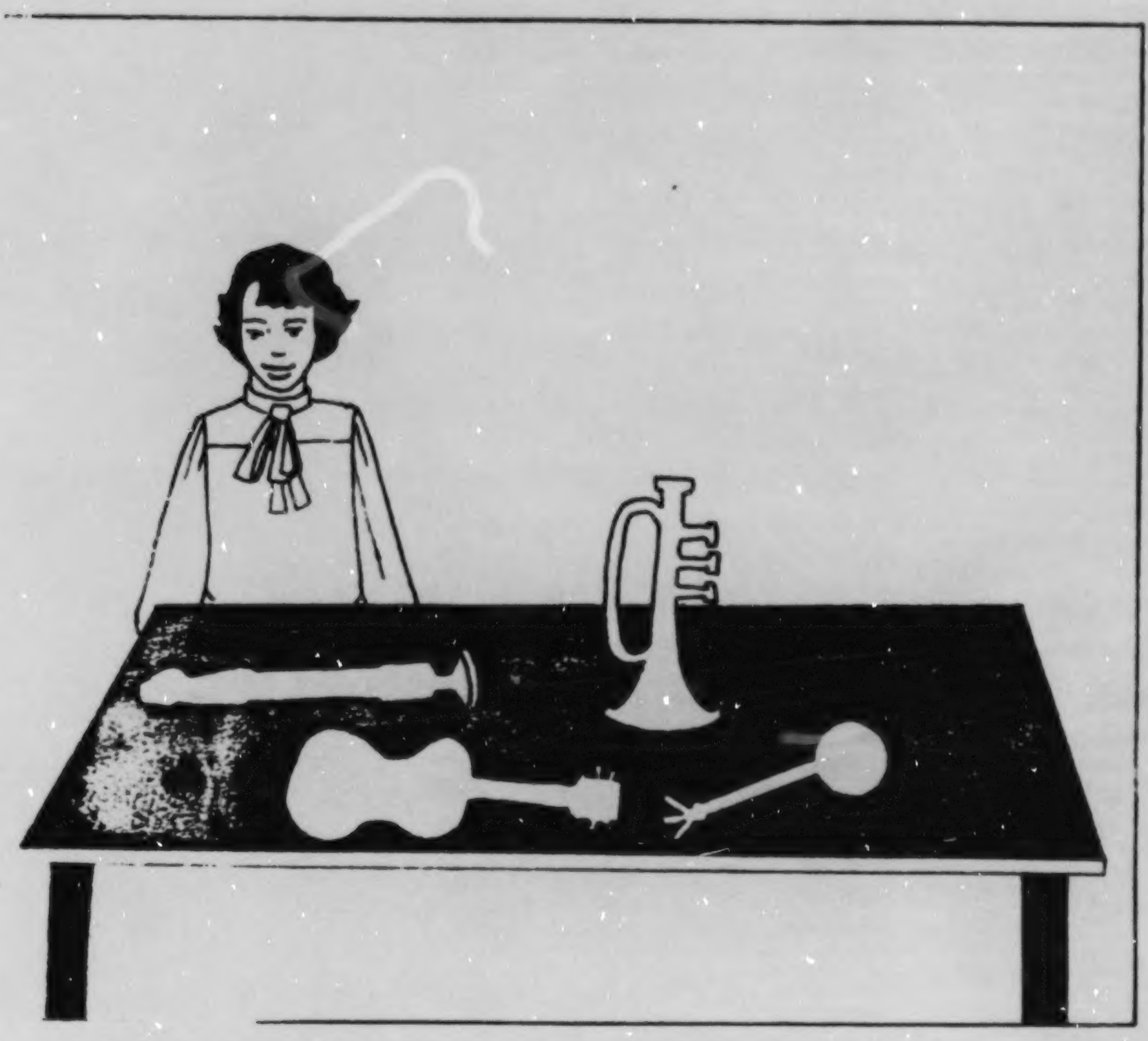


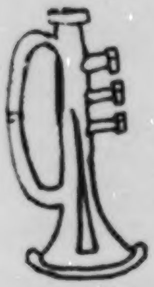


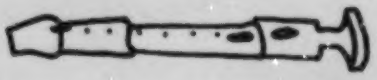


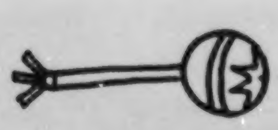


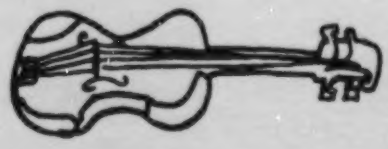
Draw a line from each tool to the shape where it would fit on the table.











Draw lines from the musical instruments to the places on the table where they would fit exactly.

How many of the musical instruments can you name? (trumpet, recorder, maracas, violin)

COMMENTS:

B-1 Musician

Classifying

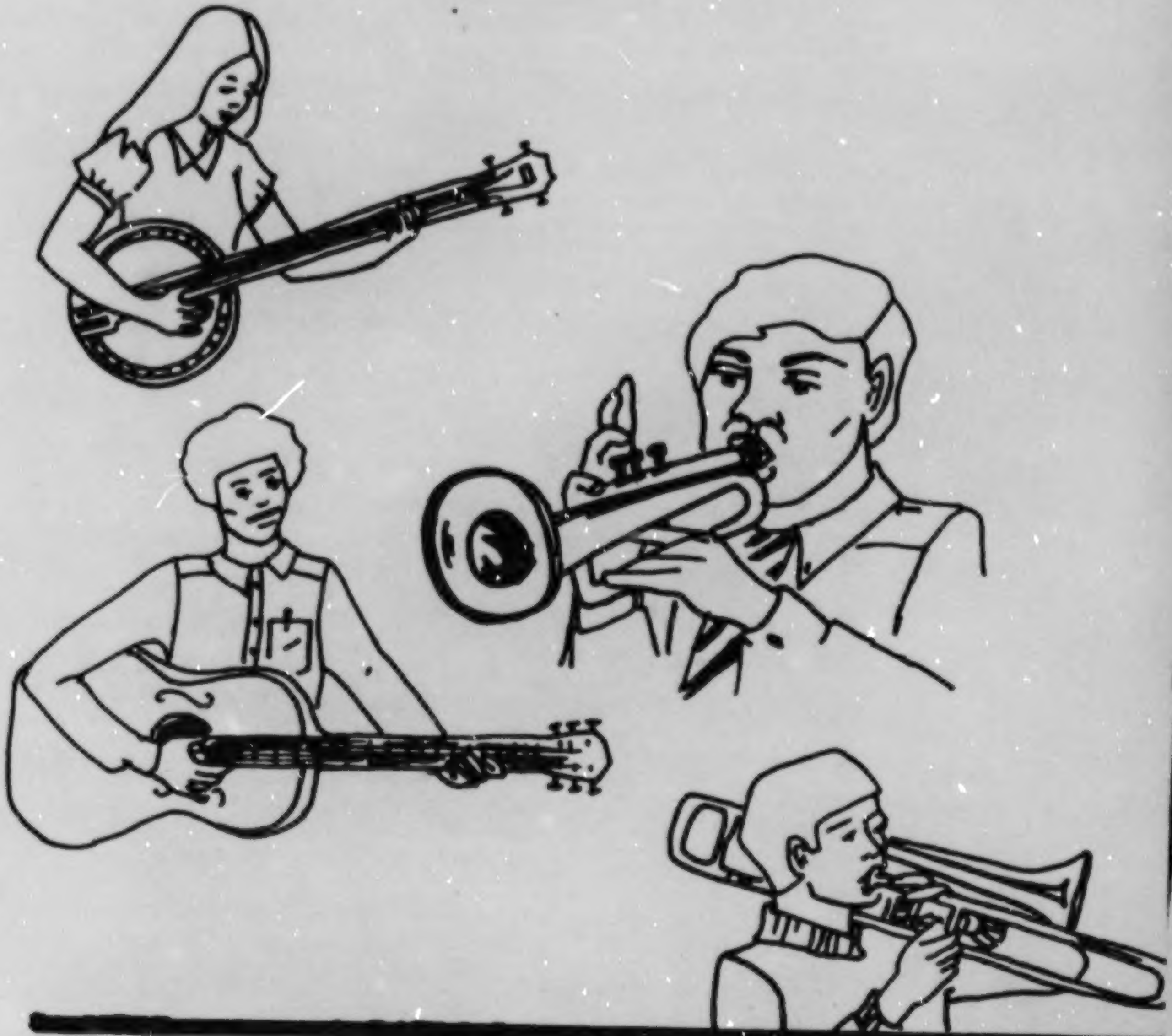
Musical instruments work in many different ways. Some instruments have mouthpieces that the musician blows into to make a sound. Other instruments have strings that the musician must touch or pluck to make music.

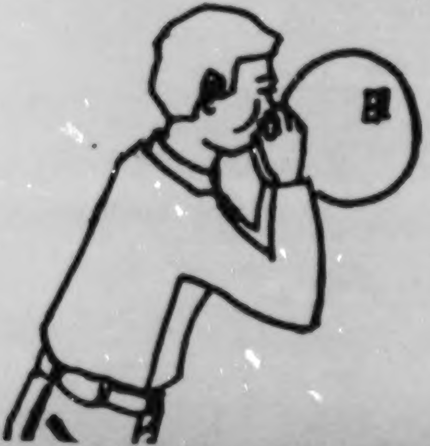
Look at the first picture at the bottom of the page. It shows a boy blowing into a balloon. Which musical instruments will make a sound when someone blows into them? Draw a line between the boy with the balloon and the musical instruments you blow into.

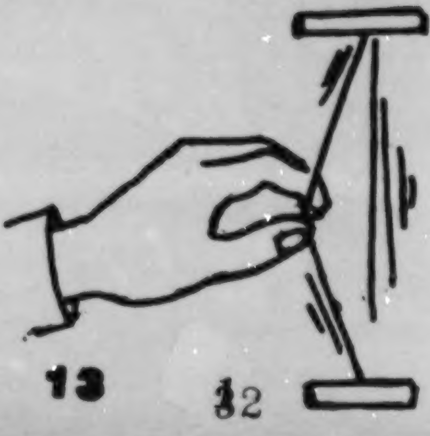
Repeat, using picture of someone "plucking" a string.

COMMENTS:

Draw a line from the balloon to each instrument that a musician would blow into. Draw a line from the string to each musical instrument which has strings.







Look at the first row of pictures on your page. Three musical instruments are the same; one is different. Draw a line around the musical instrument that is different.

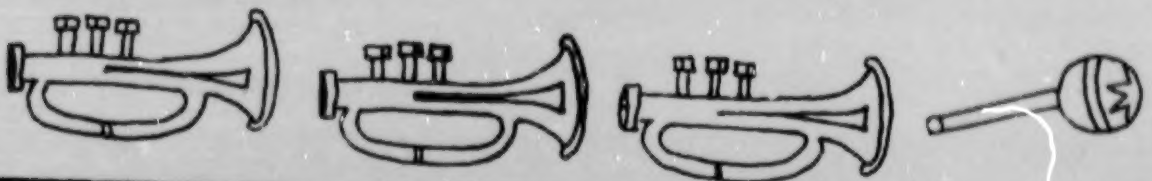
Draw a line around the different tool in each row.

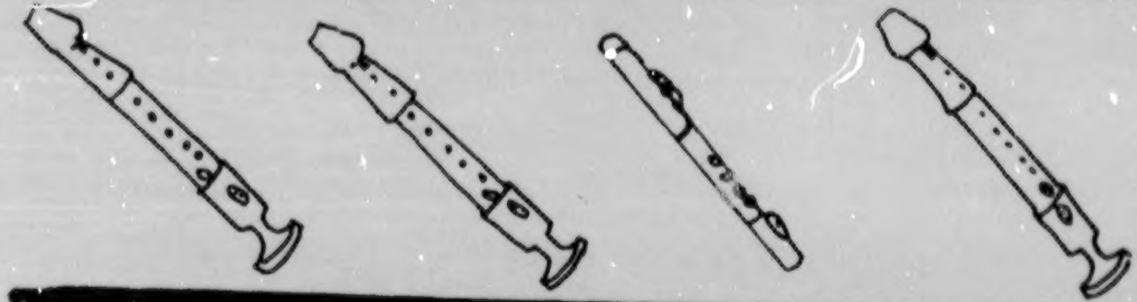
COMMENTS:

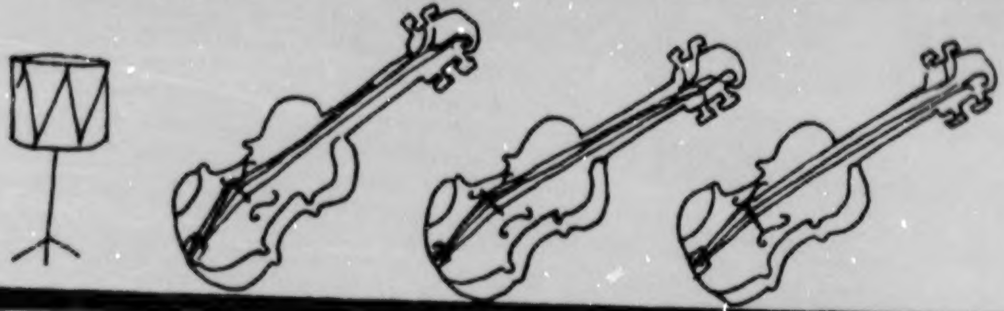
8-1 Musician

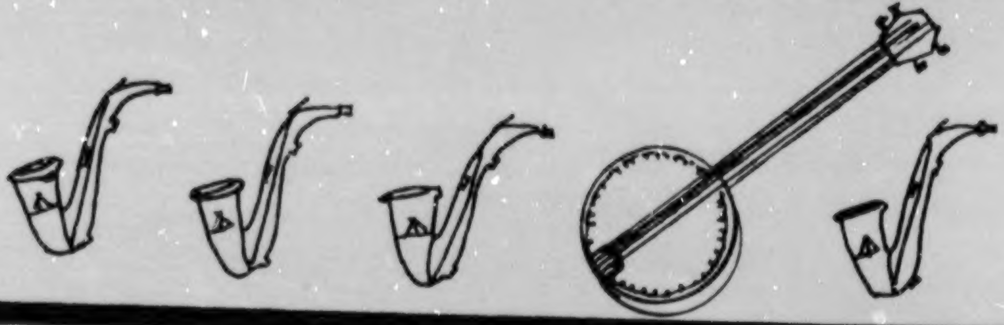
Classifying

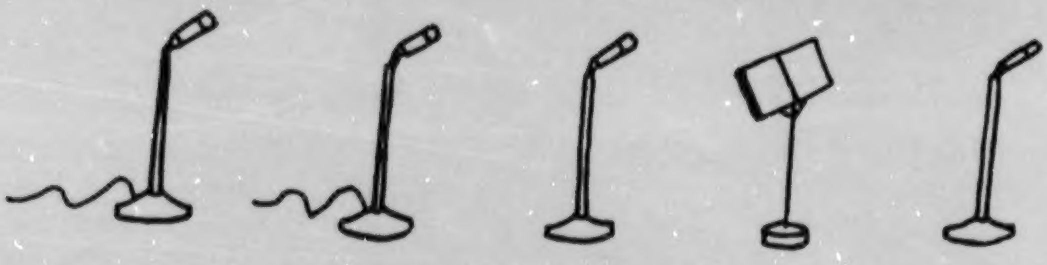
Draw a line around the musical instrument that is different in each row.











B-1 Musician

Matching Sets to Numerals

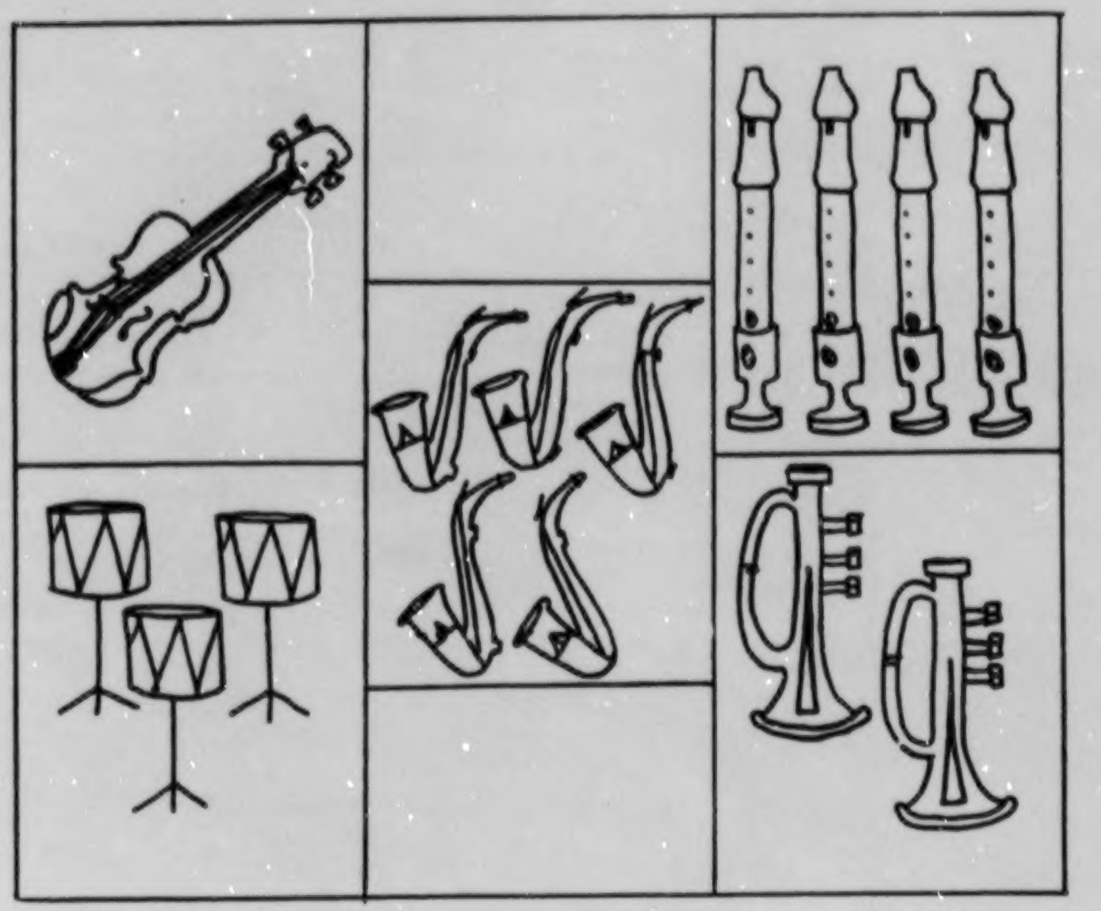
Draw a line from each box to the number that tells how many musical instruments are in that box.

COMMENTS:

B-1 Musician

Matching Sets to Numerals

Draw a line from each box to the numeral that tells how many musical instruments are in that box.



1 2 3 4 5

B-1 Dancer

There are many kinds of dancers. Some dancers work alone; other dancers dance in a group. Lots of people dance for fun, but some people earn their living by dancing.

Dancers need to keep their bodies in good shape. They do exercises every day so their arms, legs and backs will move easily. Dancers exercise with a barre. A barre is a wooden rail fastened to a wall. The dancers hold onto the barre while they exercise their legs.

When a dancer is learning a new dance, she practices in front of a large mirror. This helps her to see how her body is moving. She can see if she makes a mistake. Dancers must rehearse or practice for many hours before they dance in front of an audience. They spend many hours listening to the music they will be using. The music tells the dancer how fast to dance and when to do certain steps.

Dancers help us enjoy music. Sometimes a dance may tell the audience a story. The dancer uses movement and music instead of words to tell the story. When we watch dancers, we are seeing the music as well as hearing the music.

B-1 Dancer

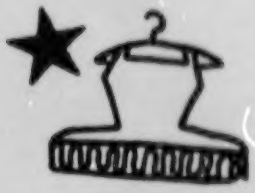
Classifying
Body Parts - Feet

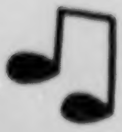
Dancers use their whole bodies when they dance. But dancers especially use their feet to do different dances. You might say a dancer's feet are the most important tool that she uses. Look at the tools around the outside of the page. If the tool is something that a dancer uses, draw a line from the tool to the dancer's feet.

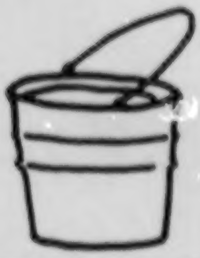
Look at the tool near the star. What is it called? (costume) Is a costume something that a dancer might use in her work? (yes) Draw a line from the dancer's feet to the costume.

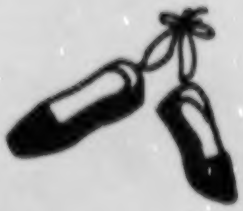
Repeat for remaining tools clockwise from costume: music (notes), dancing shoes, body parts, mirror.

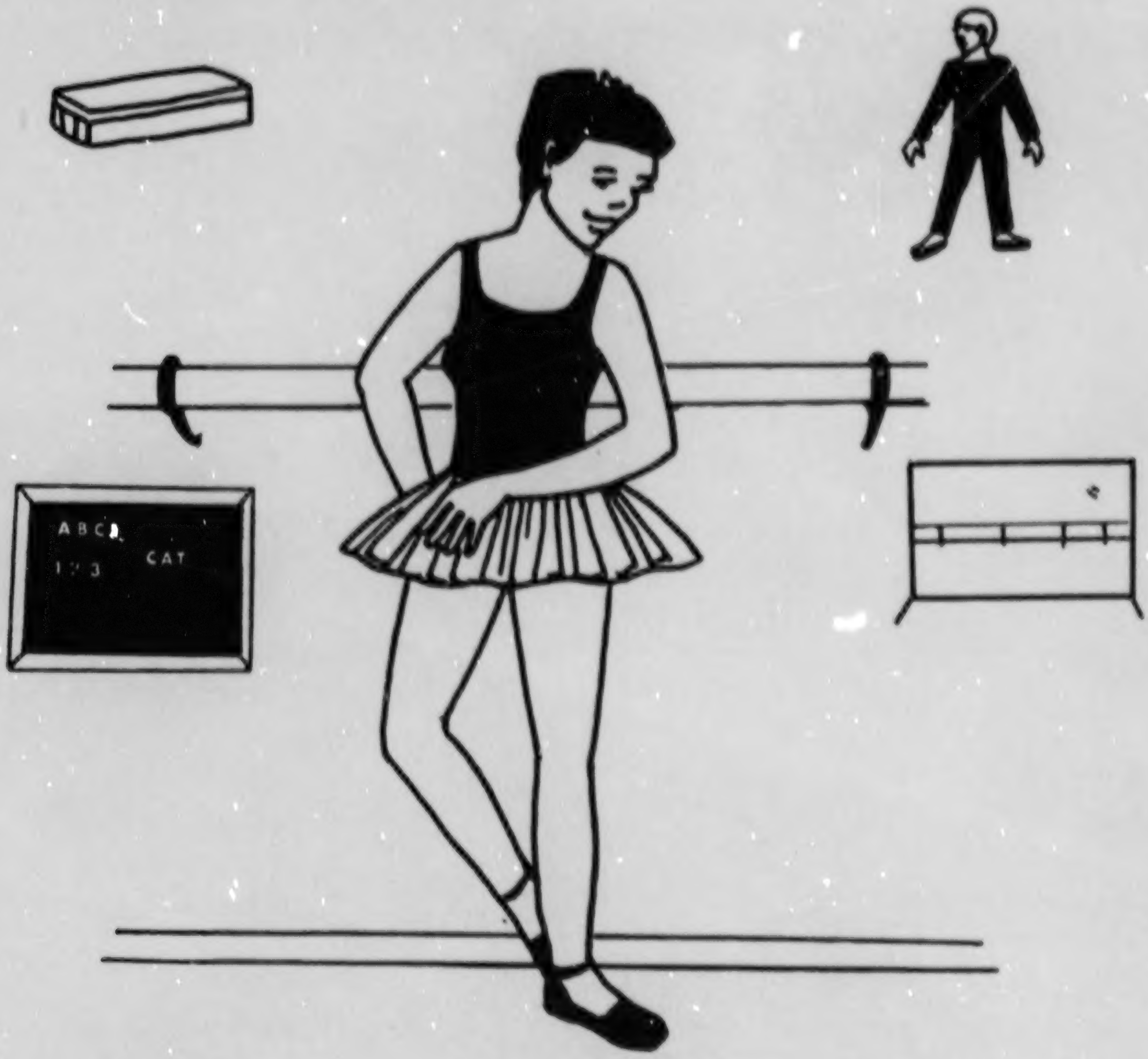
Direct students to cross out those tools which are not dancers' tools: pail, eraser, chalkboard.











Draw a line from the dancer's feet to each of the tools that a dancer would use at work. Put an X on each of the tools dancers do not use at work.

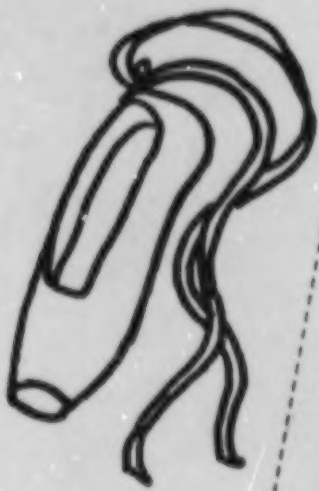
Dancers use many kinds of dancing shoes. Their shoes always match the costumes they are wearing. Ballet dancers wear one kind of shoes; tap dancers need a different type of shoes.

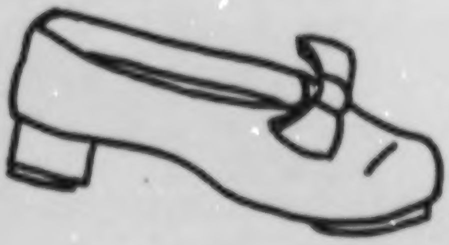
Look at the dancing shoes on your page. Draw a line from each shoe on the left to the shoe on the right which matches it.

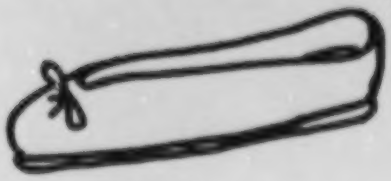
How many shoes are on your page? (six)

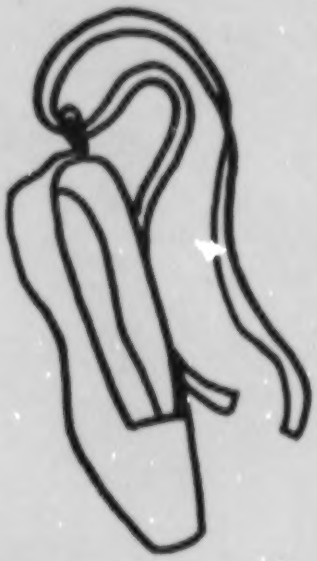
How many pairs of shoes are on your page? (three)

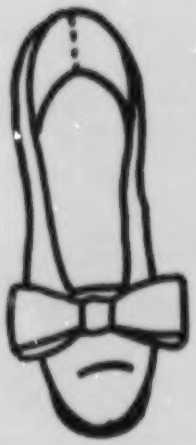
COMMENTS:

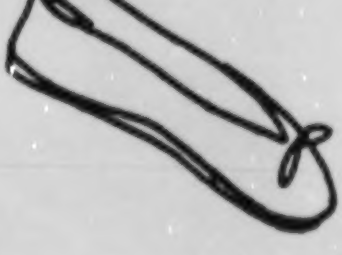












Draw a line from each shoe on the left to the shoe on the right which matches it.

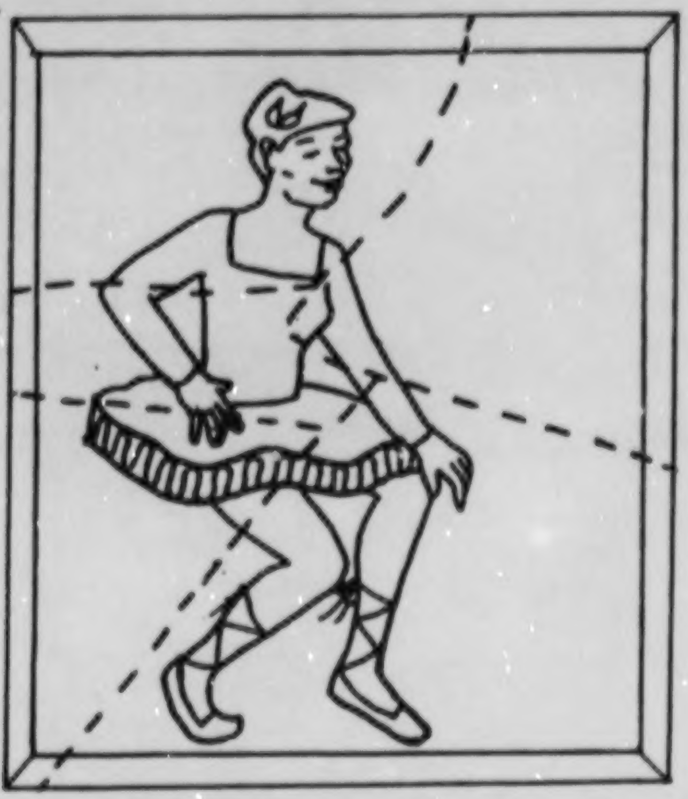
Look at the picture of the dancer at the top of the page. This picture is a puzzle that someone has put together. The broken lines show the shapes of the puzzle pieces.

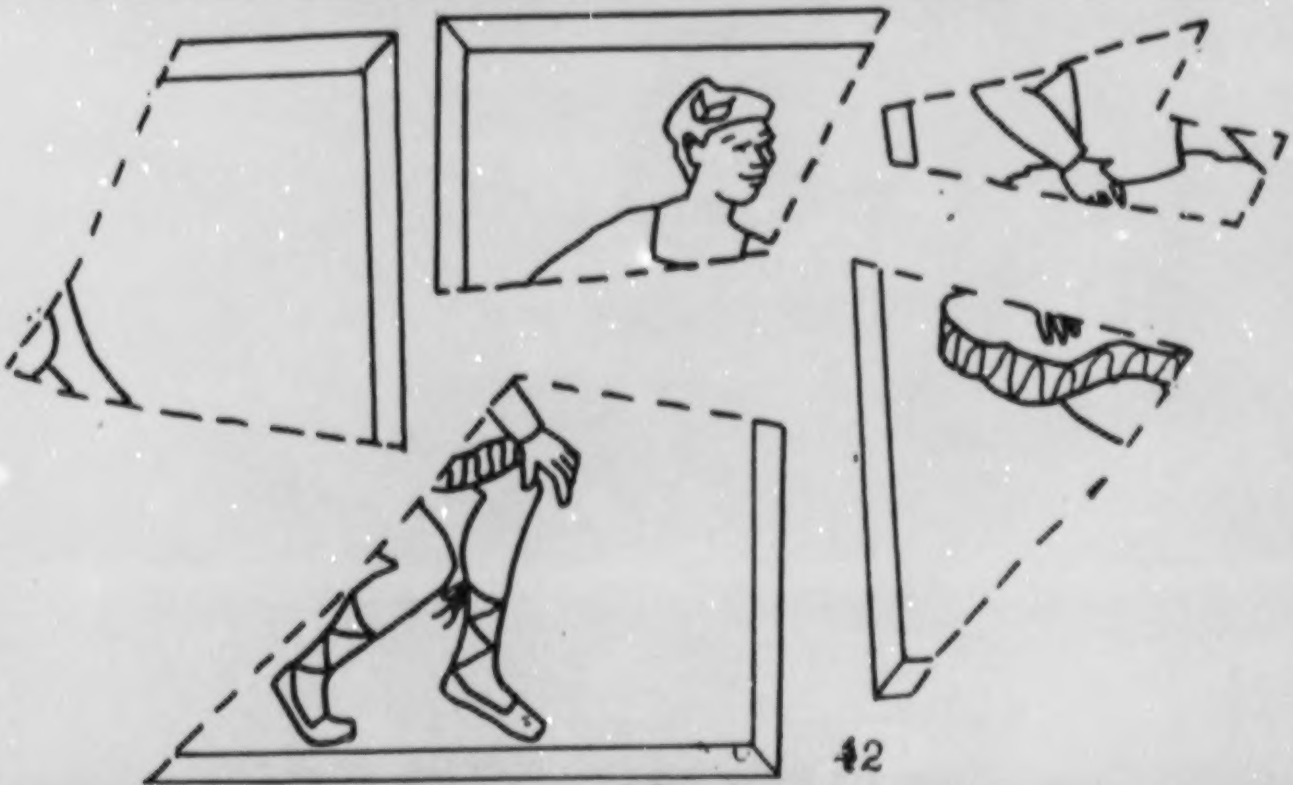
Now look at the bottom of the page. The puzzle pieces are all mixed up. Draw a line from each puzzle piece to the place where it should fit on the finished puzzle.

COMMENTS:

B-1 Dancer Matching

Draw a line from each puzzle piece to the place where it should fit on the finished puzzle.





B-1 Dancer Different

Look at the first row of dancers' tools. Three tools are the same and one tool is different. Put an X on the different tool. Which tool is different in the first row?(costume)

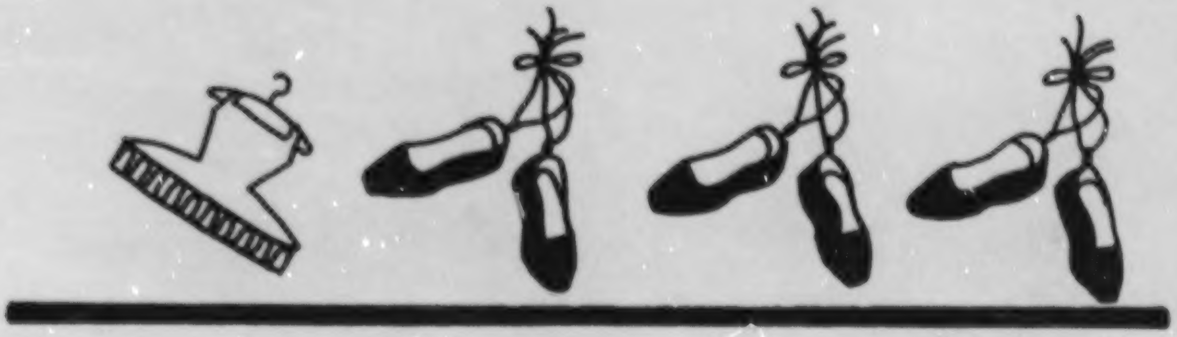
Continue in the same manner with the rows of:

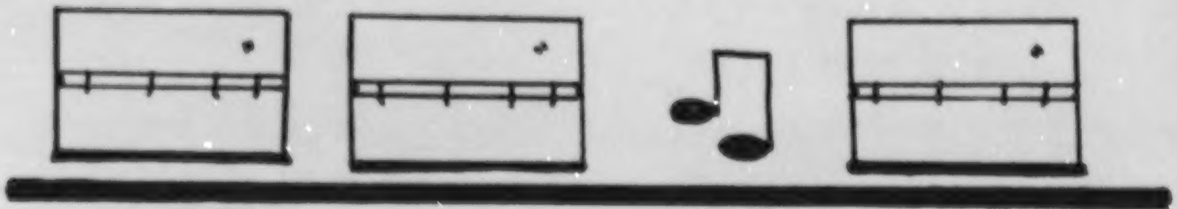
mirrors (music or note)
body parts (costume)
music or notes (dancing shoes)

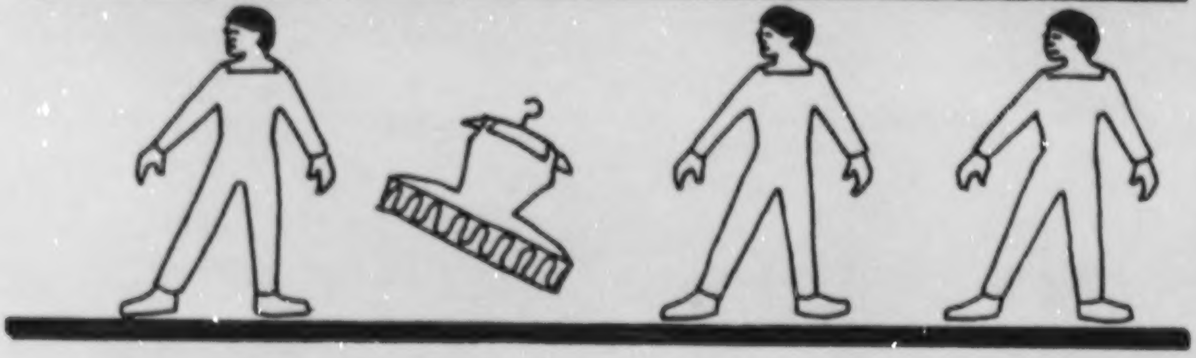
COMMENTS:

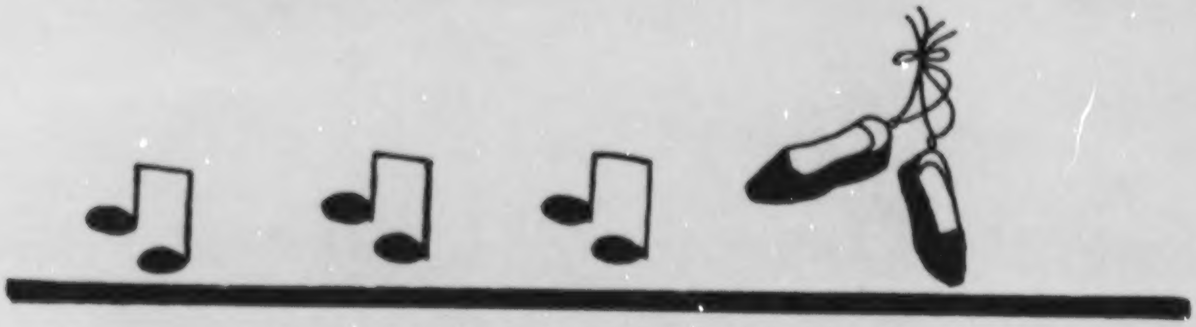
B-1 Dancer   Different

Put an X on the tool in each row which is different.





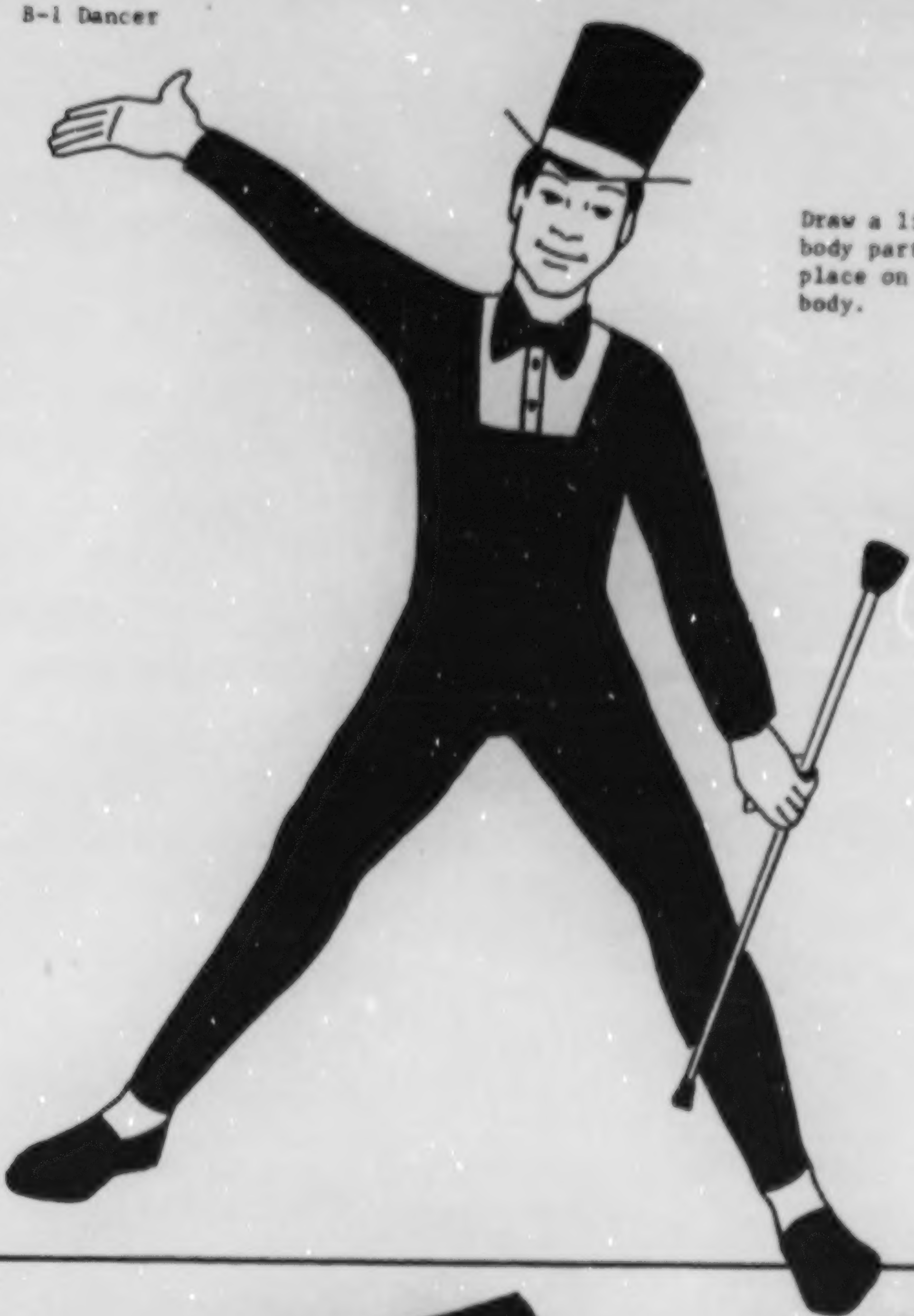


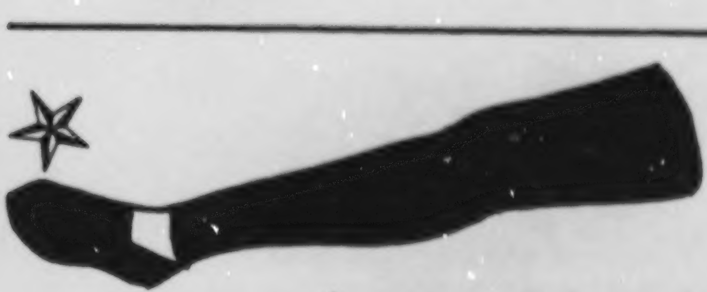


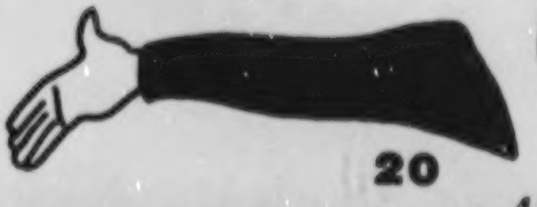
B-1 Dancer

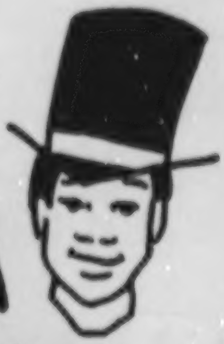
Body Parts
Matching

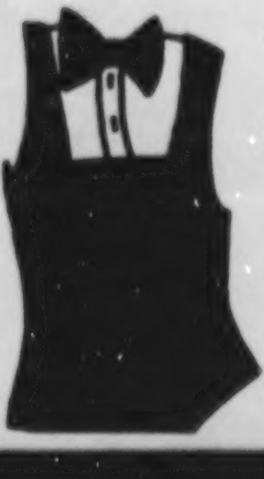
Draw a line from each body part to the matching place on the dancer's body.











B-1 Dancer

This picture shows a dancer on stage. At the bottom of the page are some of the dancer's body parts. Look at the body part near the star. What is it called? (leg) Draw a line from the leg to the place on the dancer's body that it matches.

Continue in the same manner for arm, head, body or trunk.

COMMENTS:

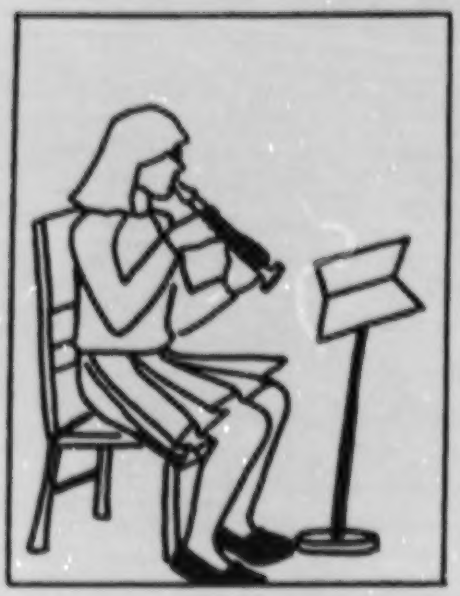
Some of these tools go with the dancer; some go with the musician. Draw lines from the tools to the person who uses them.

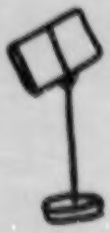
One tool is used by both workers. Draw a line from this tool to both workers. Draw a line from this tool to both workers. What tool is used by both workers?(music or musical notes)

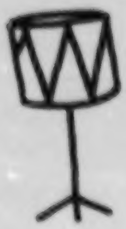
COMMENTS:

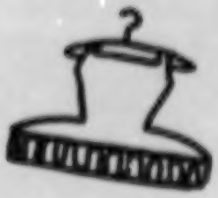
Musician/Dancer Review Classifying

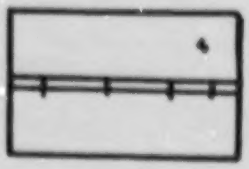
Draw a line from each tool to the worker who uses the tool.

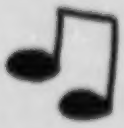


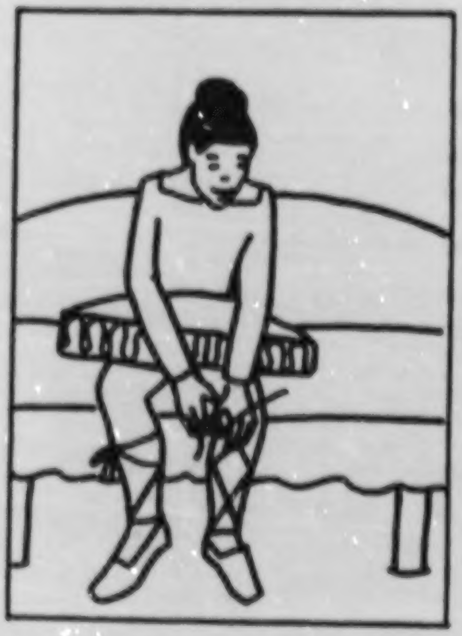


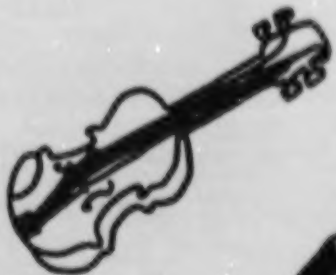


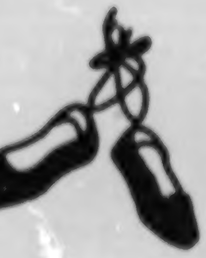












B-1 Actor

Actors play the parts of other people in plays, movies, and television shows. He does this by making believe that he is the person in the story. The audience forgets that he is really just an actor playing a part, then the actor is doing a good job. Any actor will play the parts of many different people.

An actor works very hard to learn a new play. He must read the script to find out what the play is about. The script is a book which tells what each actor must say and do. The actor must remember all of the words he has to say during the play.

An actor uses costumes, makeup, and wigs to dress up like the person he will pretend to be. Before he goes onto the stage, the actor puts on makeup in front of a mirror. The mirror has light bulbs around the outside, so the actor can see clearly to put on his makeup. Sometimes an actor may have to wear a mask that covers his whole face.

Actors work on a stage. When an actor is working on the stage, the stage is made to look like places in the play. There are special lights and microphones hidden on the stage, so the audience can see and hear clearly.

B-1 Actor

Classifying

This picture shows an actor and some of his tools. Let's see if you remember which tools you heard about in the story.

Look at the tool by the star. What is this called? (wig) How does an actor use a wig? Draw a line around the wig because it is a tool an actor uses.

Continue with remaining tools, directing students to cross out those tools not used by the actor. (sponge, paper bag)

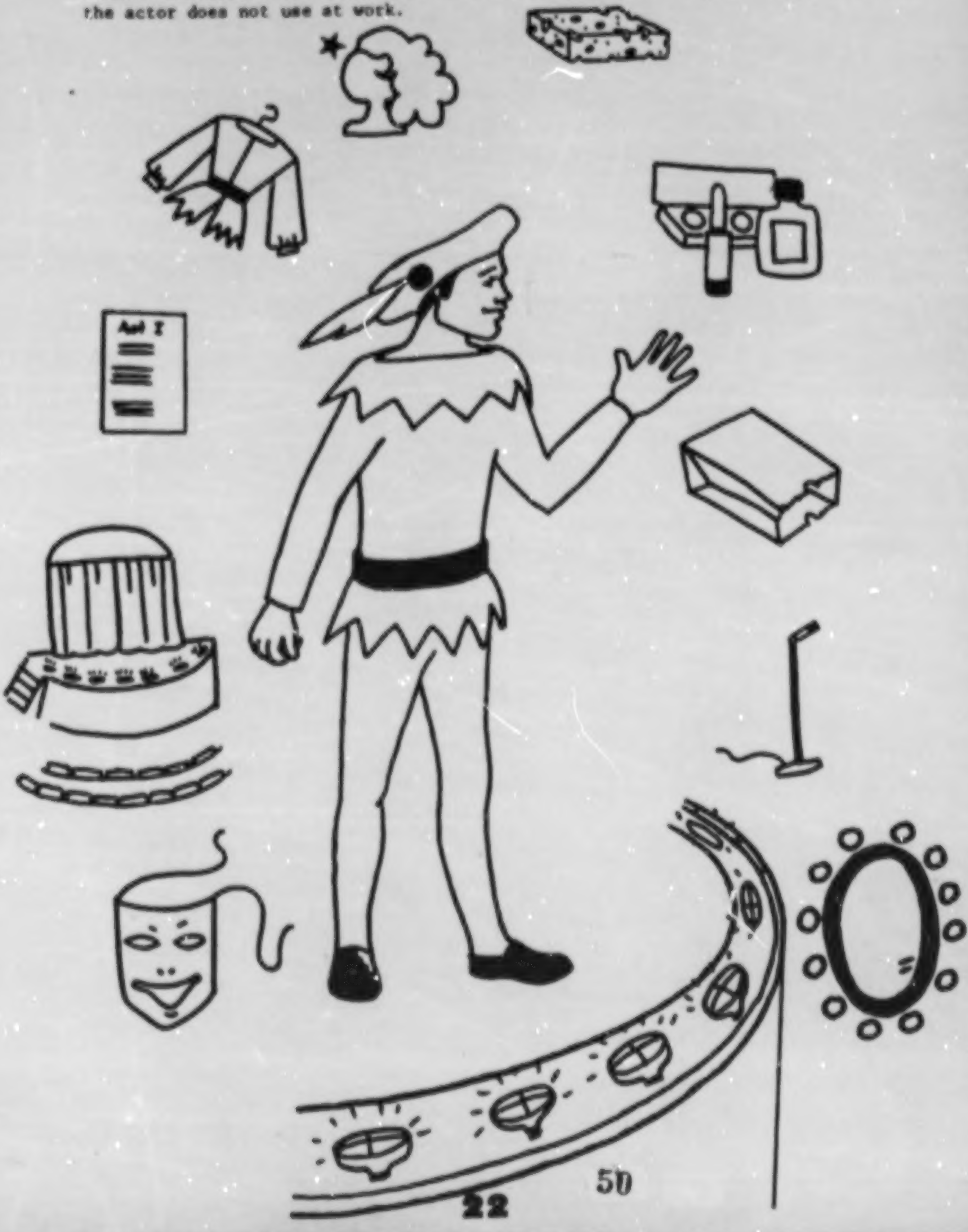
Clockwise from wig: sponge, makeup, paper bag, microphone, mirror mask, stage, script, costume.

COMMENTS:

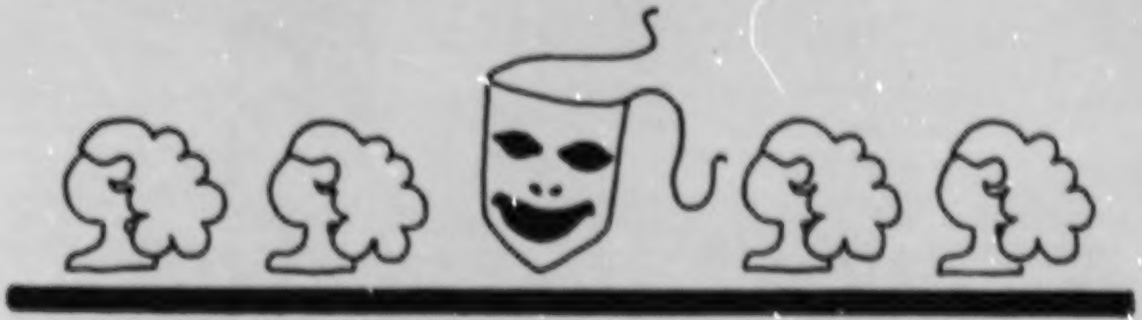
B-1 Actor

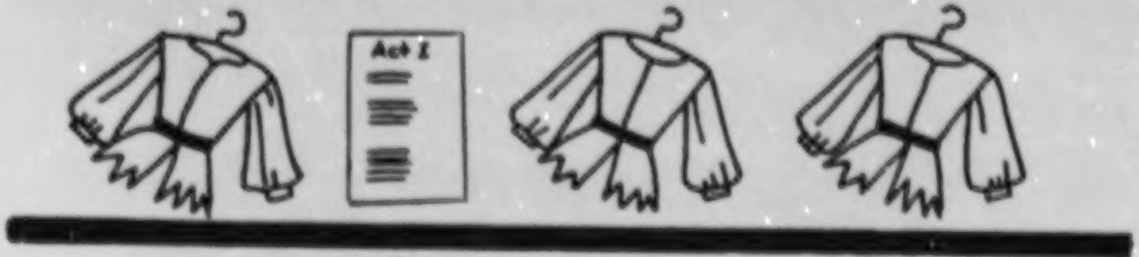
Classifying

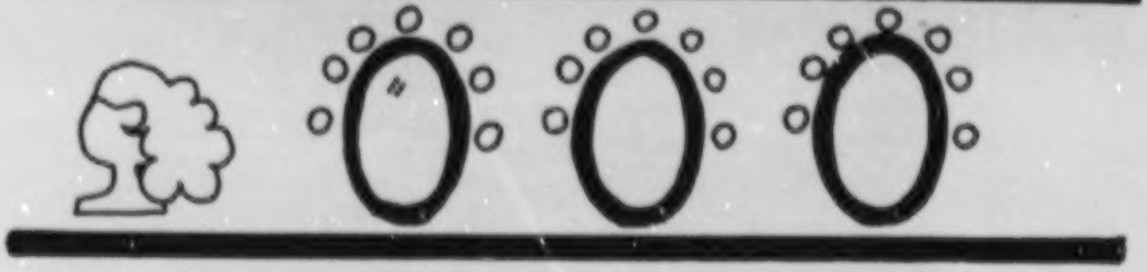
Draw a line around the tools that an actor uses at work. Put an X on the tools the actor does not use at work.

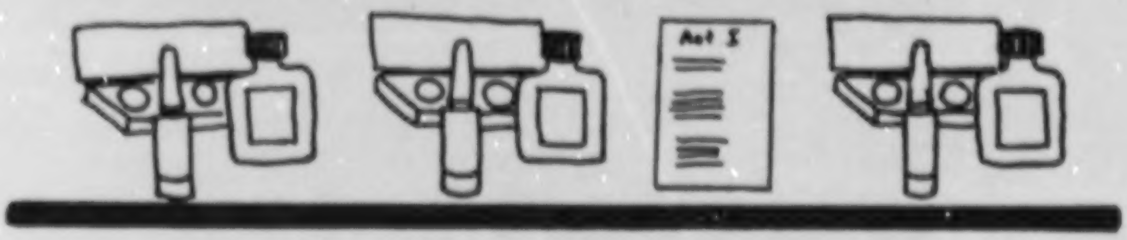


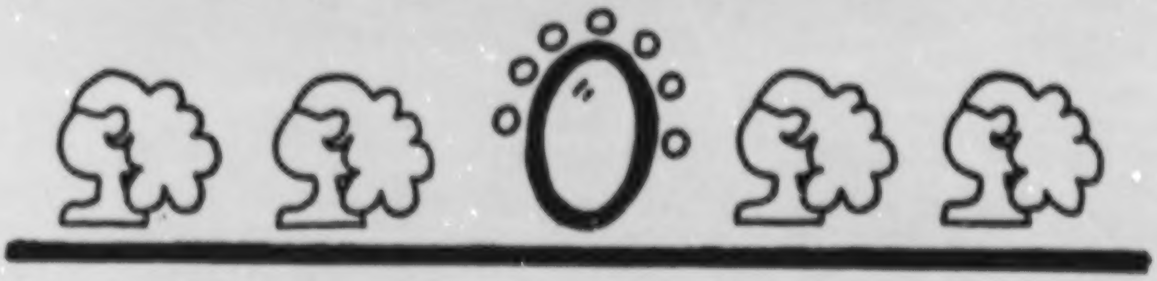
Put an X on the tool that is different in each row.











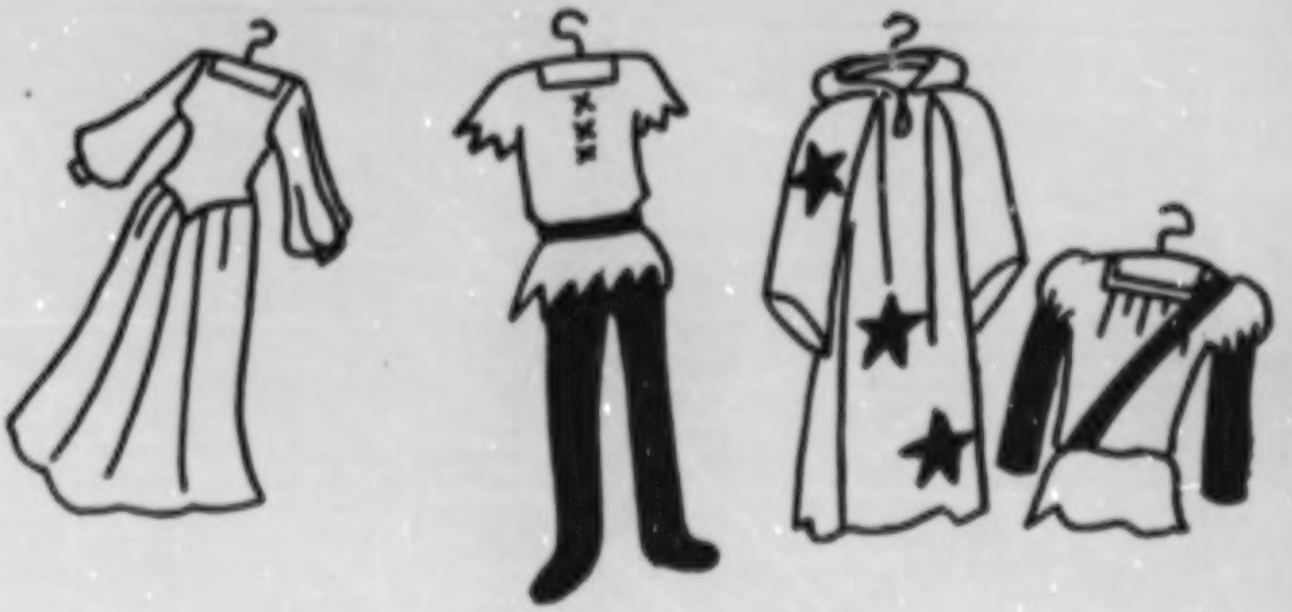
Actors wear different costumes in different plays. On your page are some costumes that actors might wear. Draw a line from each of the costumes at the top of the page to the costume that matches at the bottom of the page.

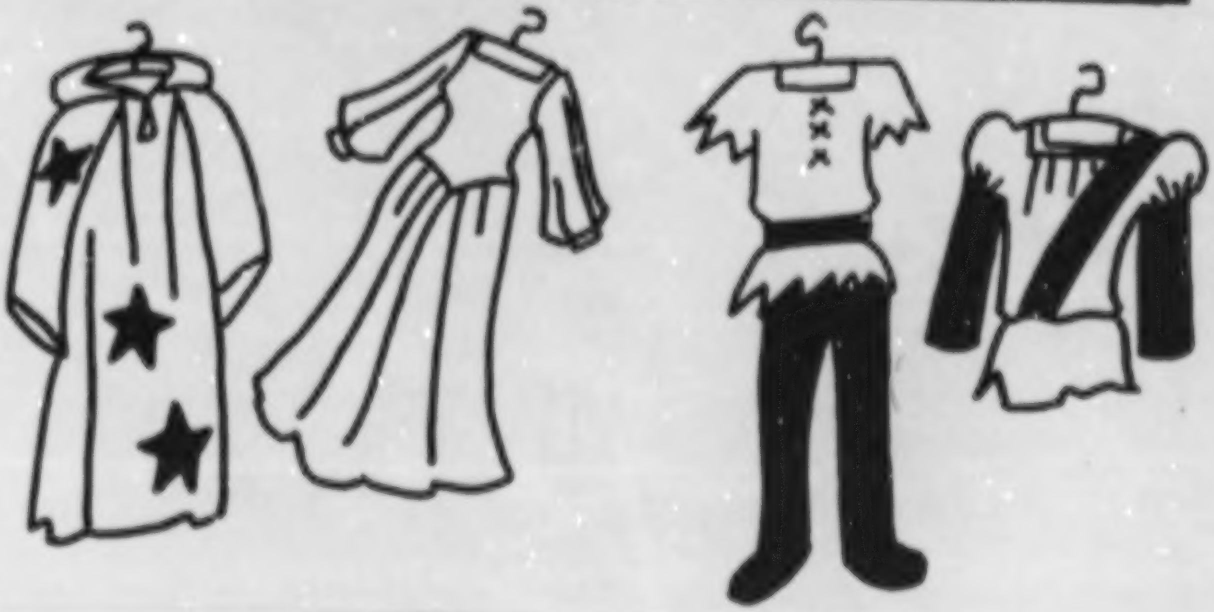
COMMENTS:

B-1 Actor

Matching

Draw a line between the costumes that match.





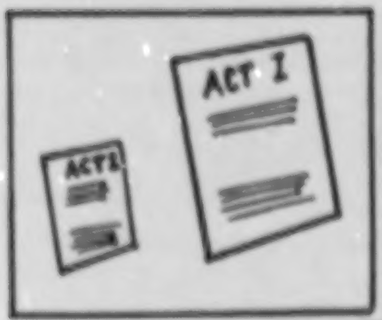
What is different about the boys at the bottom of your page? (size) Draw a line around the smaller boy.

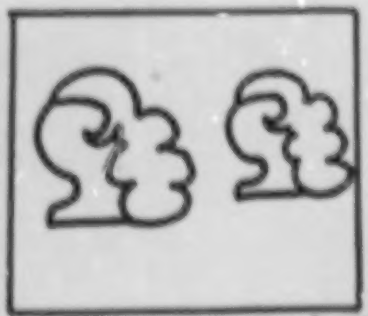
Look at the first box at the top of your page. What is in the box? (scripts) How does an actor use the script? (read lines, etc.) Draw a line around the smaller script.

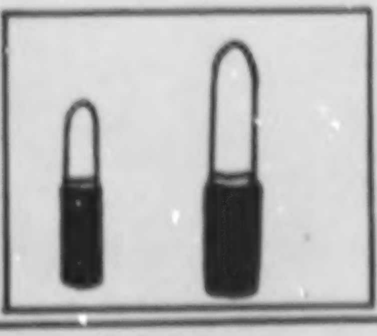
Continue in the same manner for wigs, lipsticks or makeup, masks, and costumes.

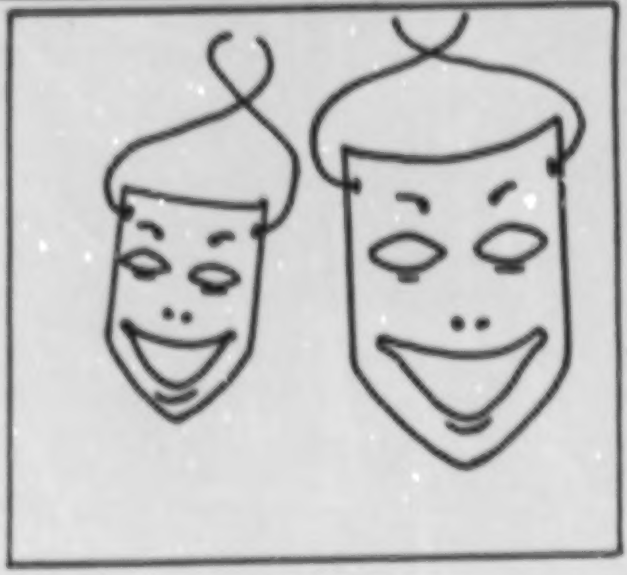
COMMENTS:

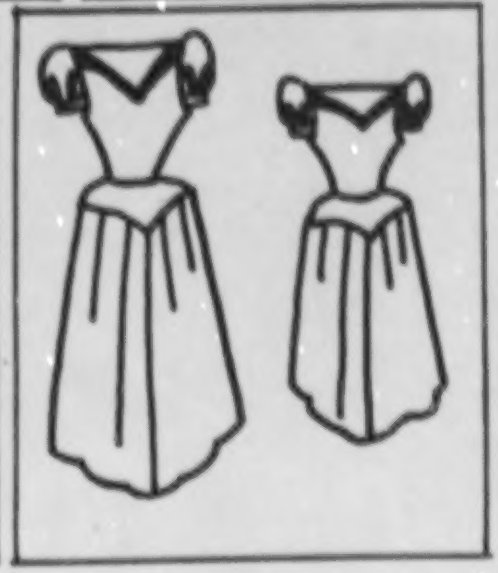
Draw a line around the smaller tool in each box.

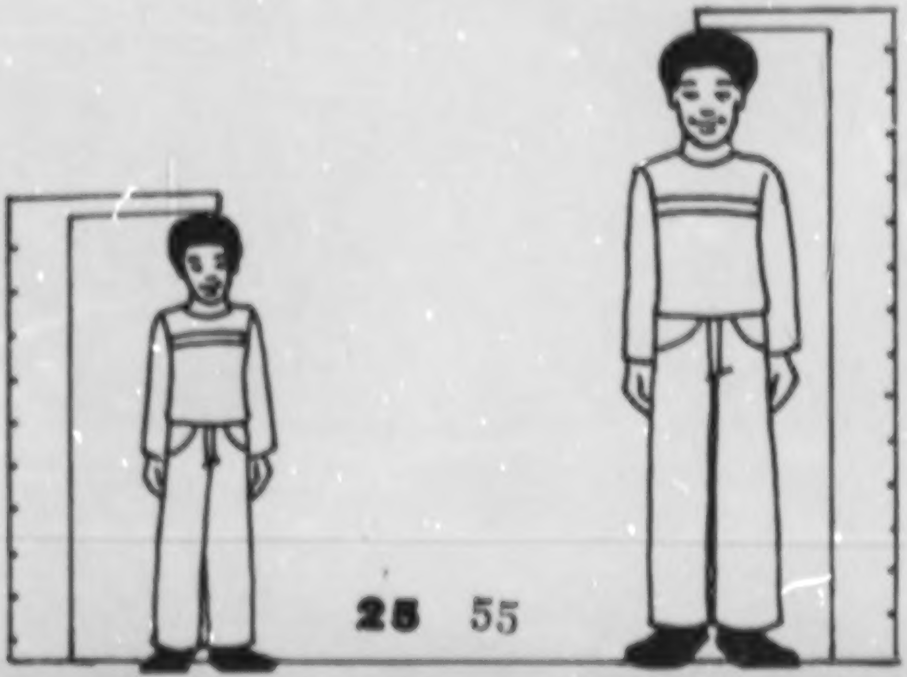












Look at the circle with the scripts in it. How many scripts are in the circle? (3) Find a circle at the bottom of the page that has three tools in it. What three tools do you see? (masks) Draw a line between the sets of three.

Continue in a similar manner with:

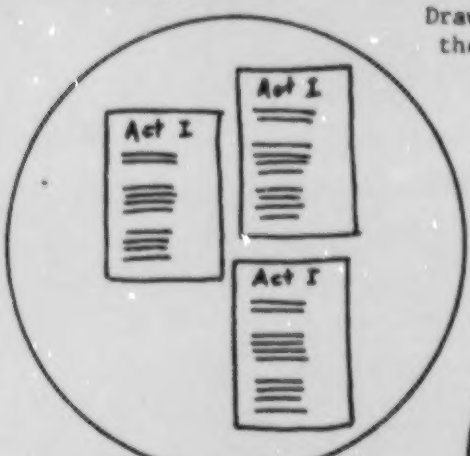
hats - microphones
lipstick (makeup) - wig
costumes - mirrors
microphones - lipstick

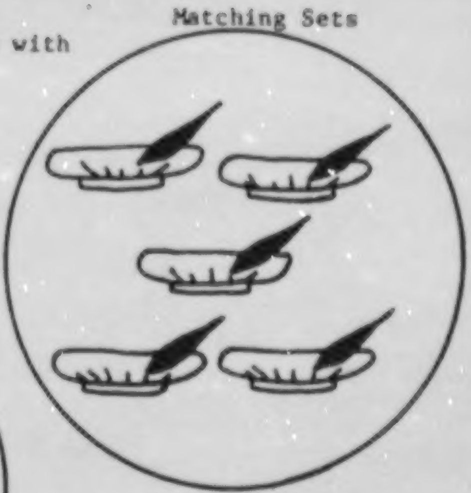
COMMENTS:

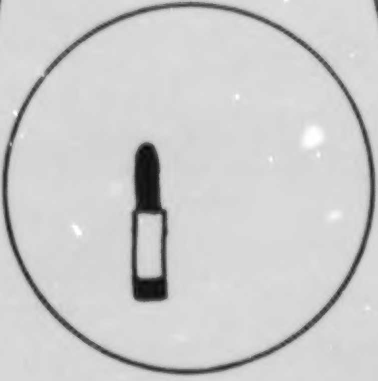
B-1 Actor

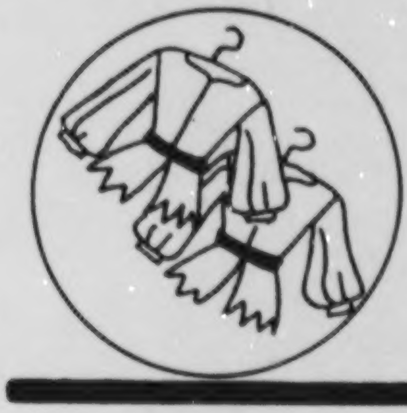
Matching Sets

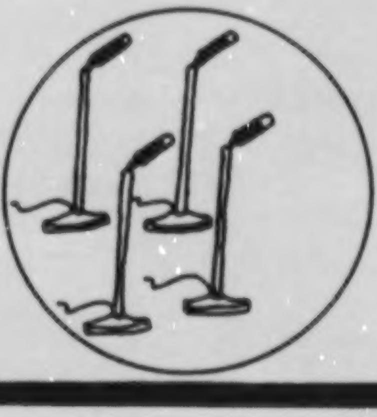
Draw a line between the sets with the same number of tools.

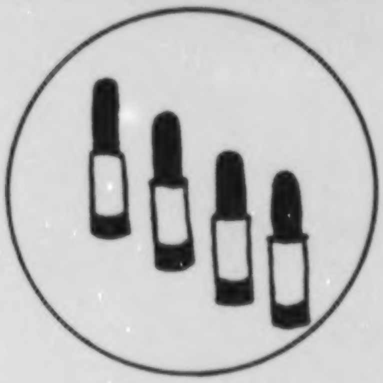

Act I
Act I
Act I

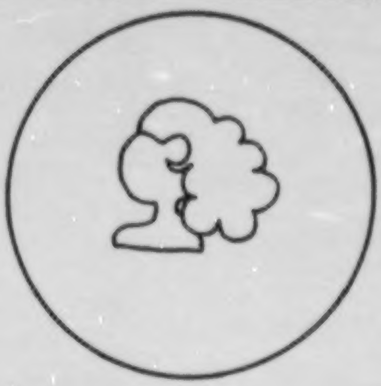


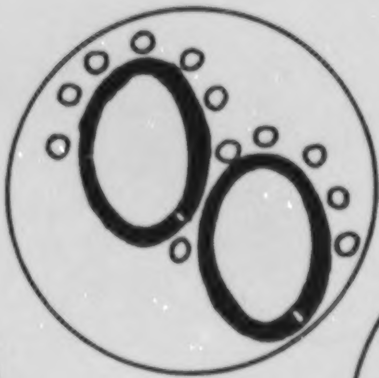


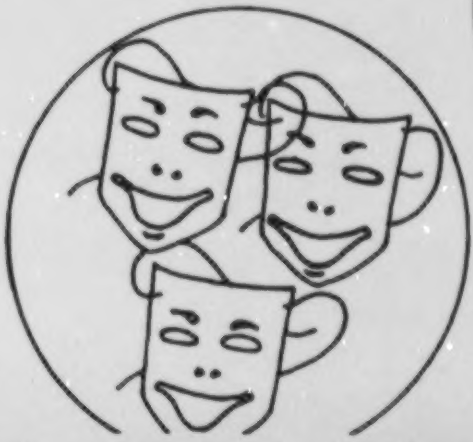


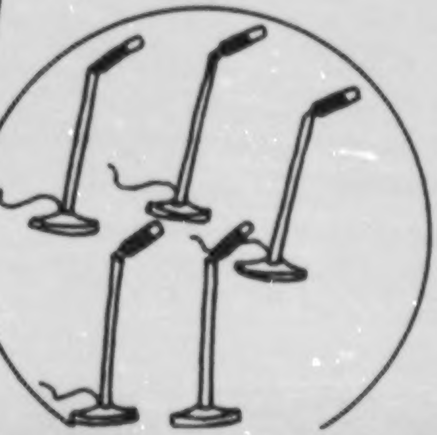












B-1 Puppeteer

A puppeteer makes puppets and uses the puppets to act out plays. The puppeteer can make puppets from many different materials. Some puppets are made to look like dolls. They have strings fastened to their arms and legs. The puppeteer pulls on the strings to make the puppet move. Other puppets are made from socks that are decorated with bits of cloth. When the puppet is finished, the puppeteer slides the sock over his hand. He can make the puppet move by wiggling his hand and fingers. Puppets can also be made from small paper bags decorated with crayons or colored paper.

The puppeteer uses a puppet theatre or puppet stage to act out his puppet show. The puppet theatre is made from a large piece of wood or heavy cardboard. In the center of the puppet stage is an opening. When the puppeteer puts on a puppet show, he hides behind the puppet theatre. He makes the puppets move in the opening that is cut out. The audience cannot see the puppeteer. They see only the puppets moving on the puppet stage. The puppeteer uses his hands to make the puppets move and his voice to make the puppets talk. He often changes his voice for each puppet his uses.

B-1 Puppeteer

Classifying

A puppeteer uses his hands to make his puppet move. He also uses his hands to build different puppets.

Look at the tool near the star. What is this puppeteer's tool called? (hand puppet) How does the puppeteer use this puppet? Draw a line from the puppet to the puppeteer's hand.

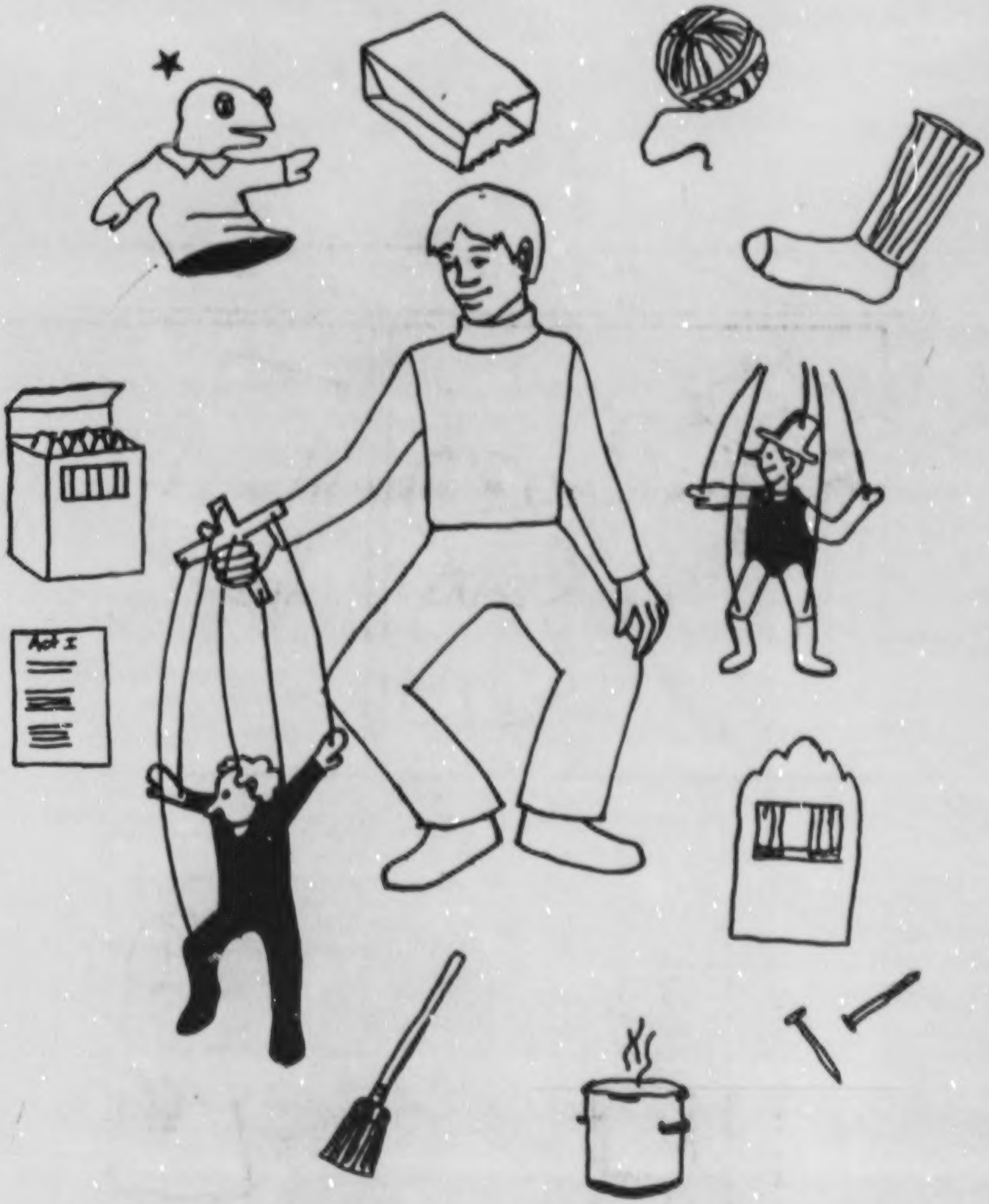
Continue in the same manner, directing the students to put an X on those tools not used by the puppeteer.

Tools clockwise from puppet: paper bag, yarn, sock, marionette or puppet, puppet stage or theatre, nails, pot, broom, script, crayons

COMMENTS:

B-1 Puppeteer Classifying

Draw a line from the puppeteer's hand to each tool used by puppeteers. Put an X on those tools not used by a puppeteer.



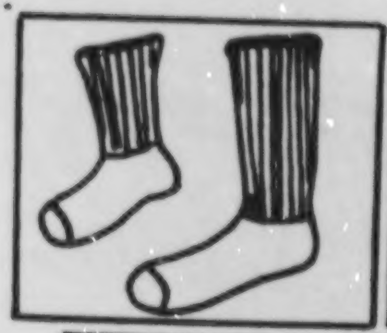
Look at the picture at the bottom of the page. What is different about the two girls? That's right. One girl is big; one girl is small. Put an X on the girl who is smaller.

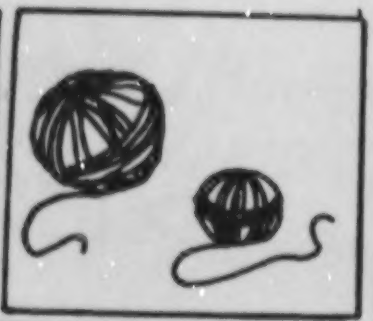
Repeat for each box:

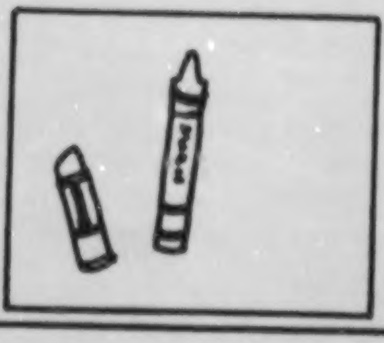
socks
balls of string
crayons
puppets
paper bags

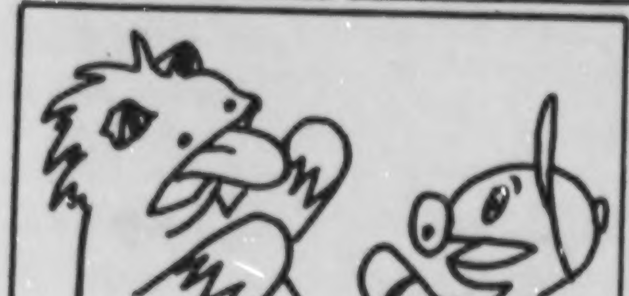
COMMENTS:

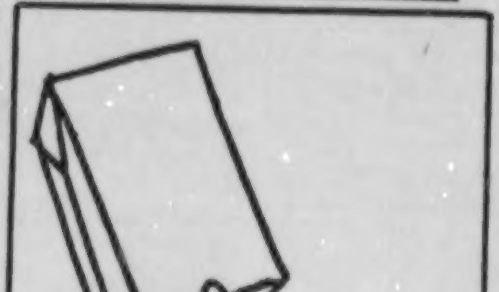
Put an X on the smaller tool in each box.

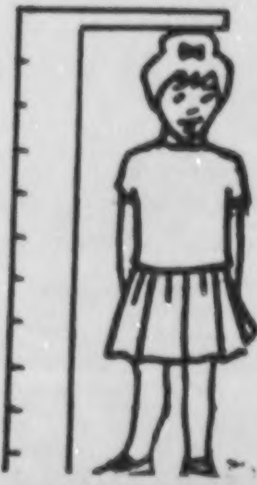


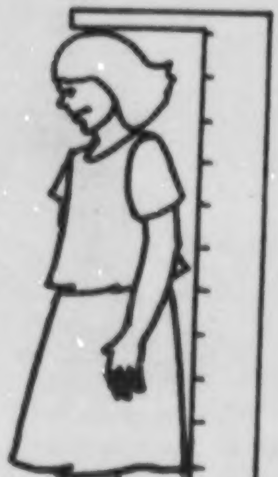












B-1 Puppeteer

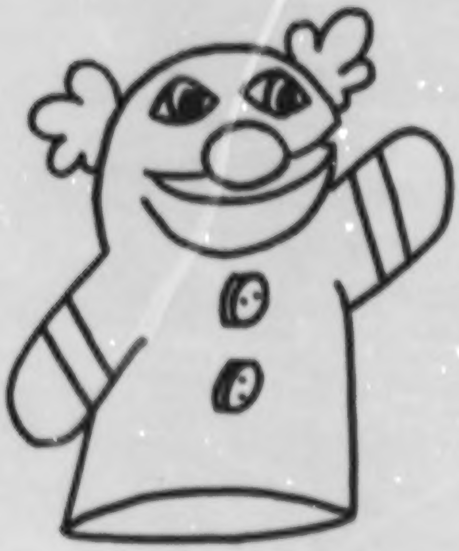
Classifying

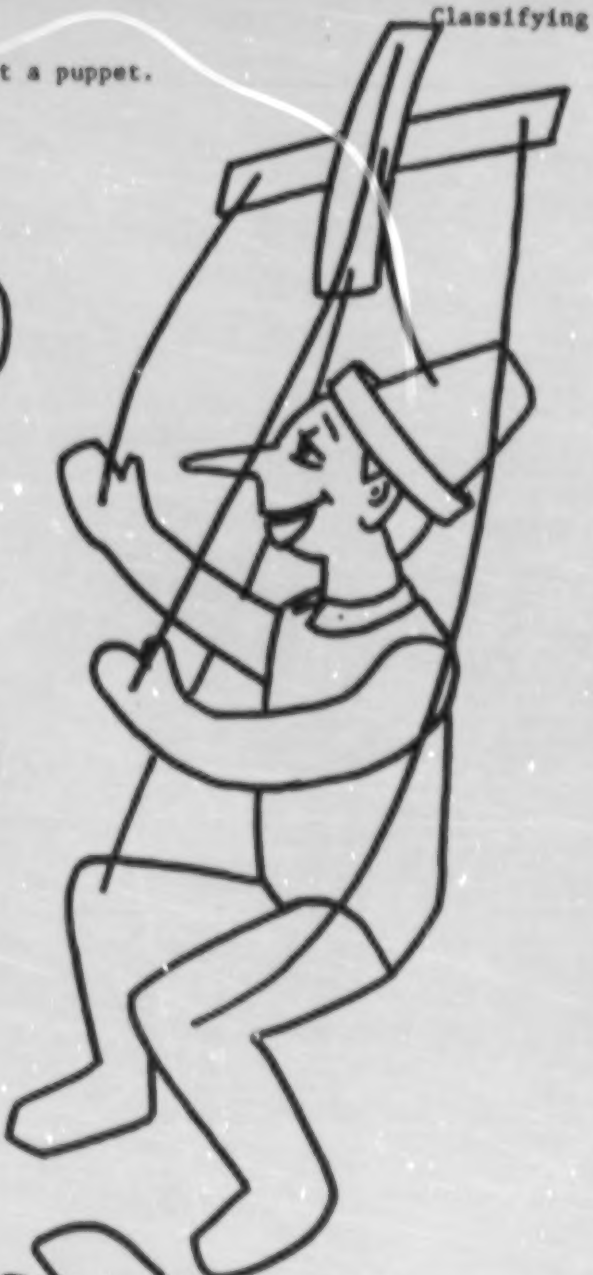
There are many different kinds of puppets. There are three puppets on this page. One of the pictures is not a puppet.

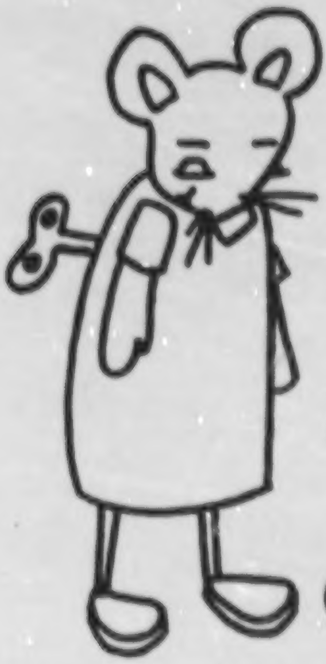
Put an X on the picture which is not a puppet.

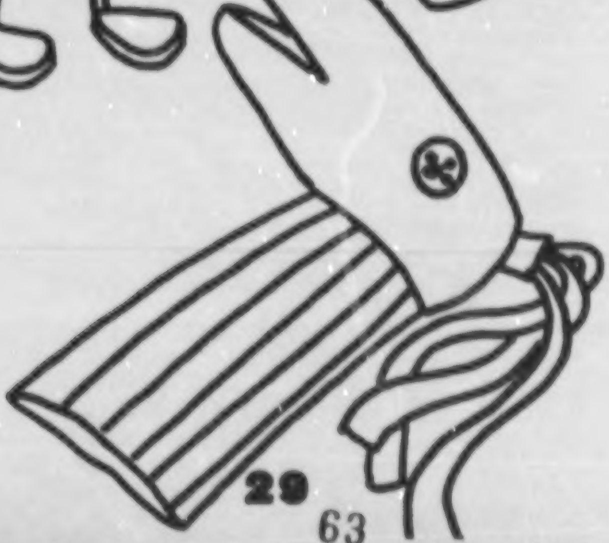
COMMENTS:

Put an X on the picture which is not a puppet.









B-1 Puppeteer Sequencing

These four pictures tell a story about a puppeteer putting on a puppet show. As I read the story to you, you are going to put the pictures in order.

The puppeteer thinks of a story and writes a script that tells the puppet story. Draw a line from the numeral one at the bottom of the page to the picture that shows the puppeteer writing the script.

Continue in the same manner:

2. Next, the puppeteer makes the puppets he will use in his puppet show.

3. The puppeteer prepares the puppet stage by putting some scenery behing the opening. This puppeteer is using a tree and some hills for scenery.

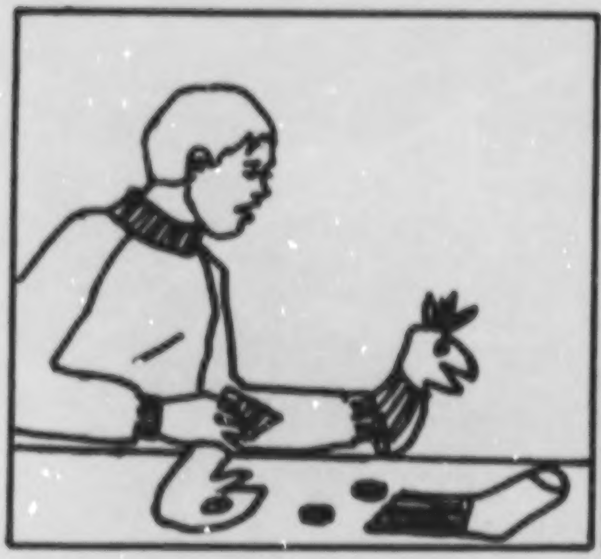
4. Finally, the puppeteer hides behind the puppet theatre, moving the puppets and reading the script.

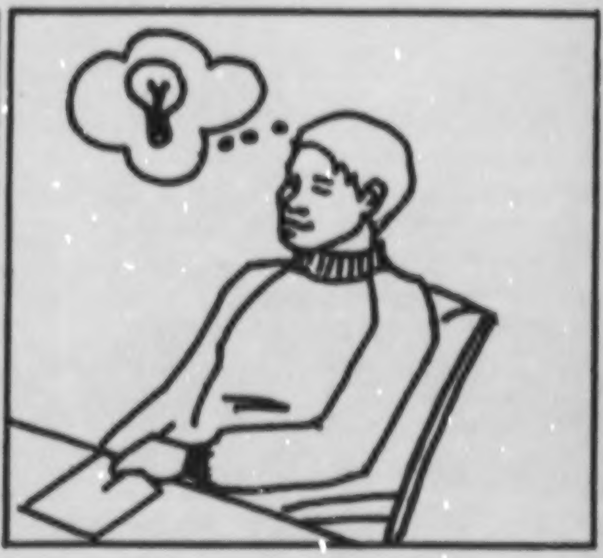
COMMENTS:

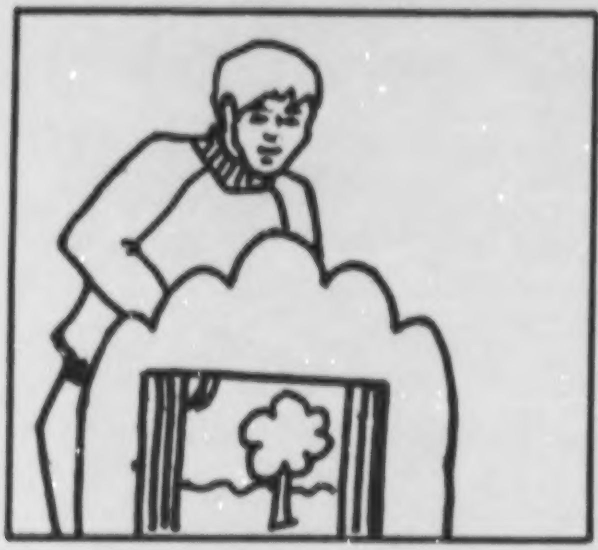
B-1 Puppeteer

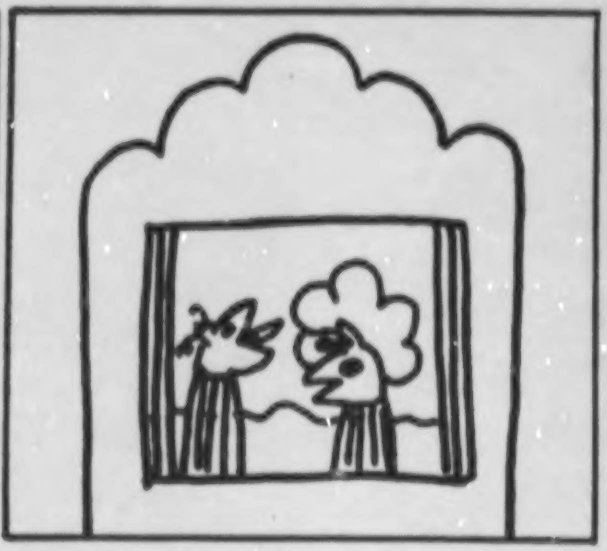
Sequencing

Put the pictures in order by drawing a line from the first picture to the numeral 1, the second picture to numeral 2 and so on.









1 2 3 4

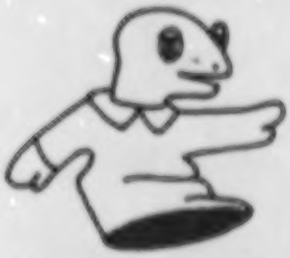
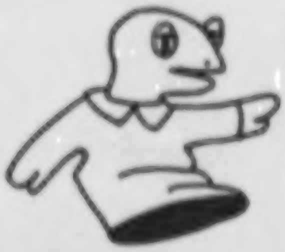
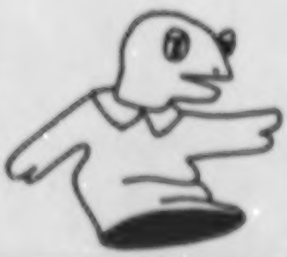
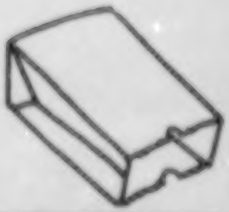
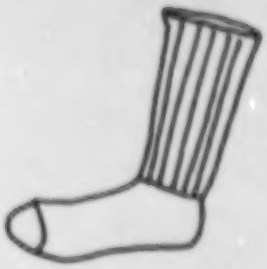
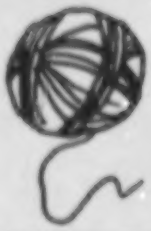
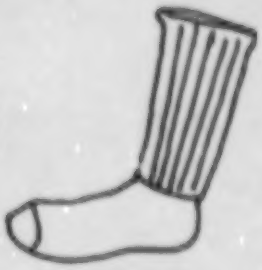
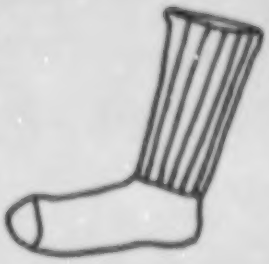
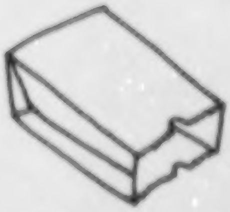
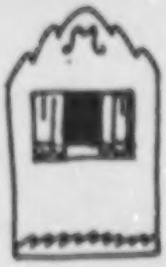
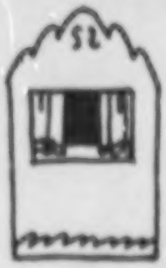
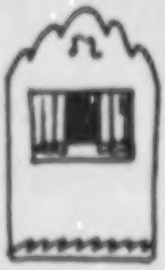
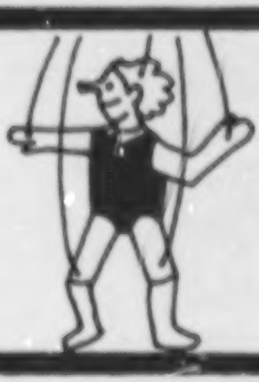
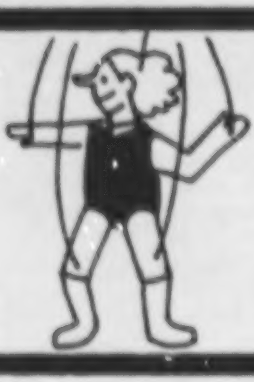
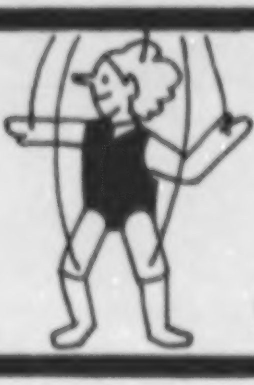
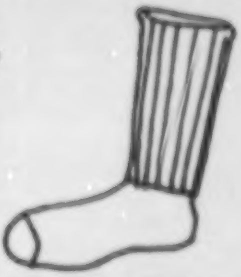
B-1 Puppeteer Different

Look at the first row of tools. Three of the tools are the same and one tool is different. Draw a circle around the tool that is different. Which tool is different in the first row? (paper bag)

Continue in the same manner.

COMMENTS:

Draw a circle around the tool in each row which is different.

Both the actor and the puppeteer work with stages. The actor stands on a stage to act out a play. The puppeteer hides behind the puppet stage to act out the puppet show.

Look at the two stages at the top of your page. One is an actor's stage; one is a puppet stage. Put an X on the actor's stage. Look at the tools beneath the stages. Some are actor's tools; some are puppeteer's tools. Some tools could be used by both the puppeteer and the actor. Draw a line from each of the tools an actor would use to the actor's stage.

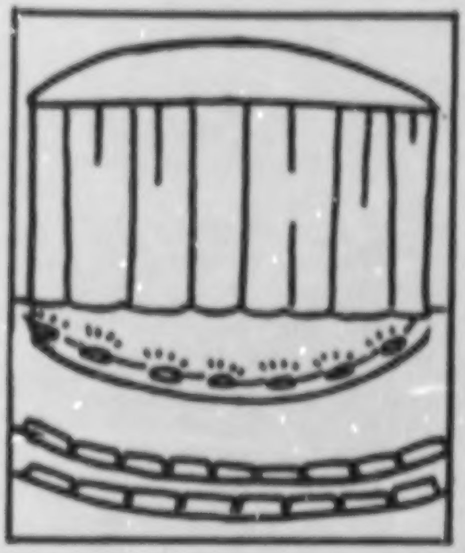
Discuss actors' tools, then repeat for puppeteers' tools.

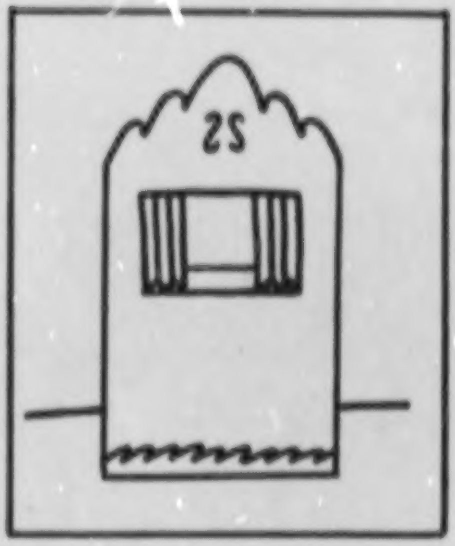
Discuss how some tools could be used by both.

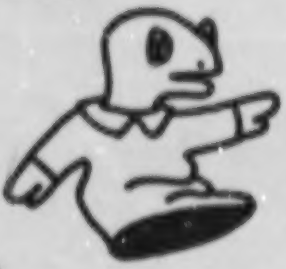
COMMENTS:

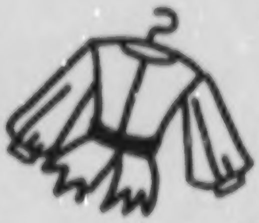
B-1 Actor/Puppeteer Classifying

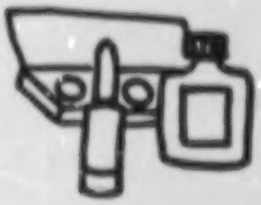
Draw a line from each tool that an actor uses to the actor's stage. Draw a line from each tool that a puppeteer uses to the puppet stage.

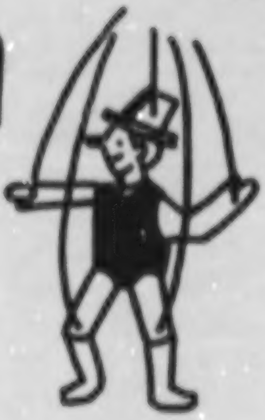


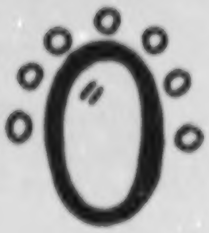


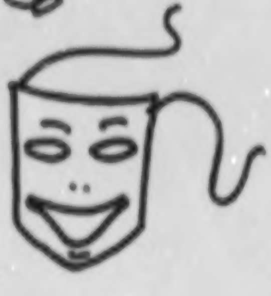


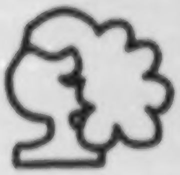


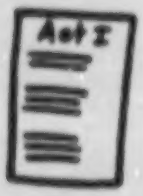


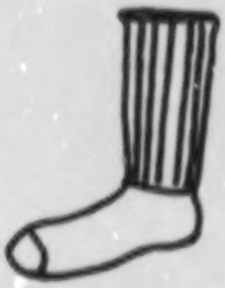


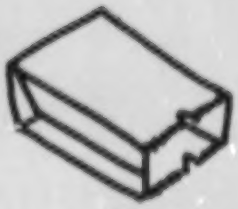










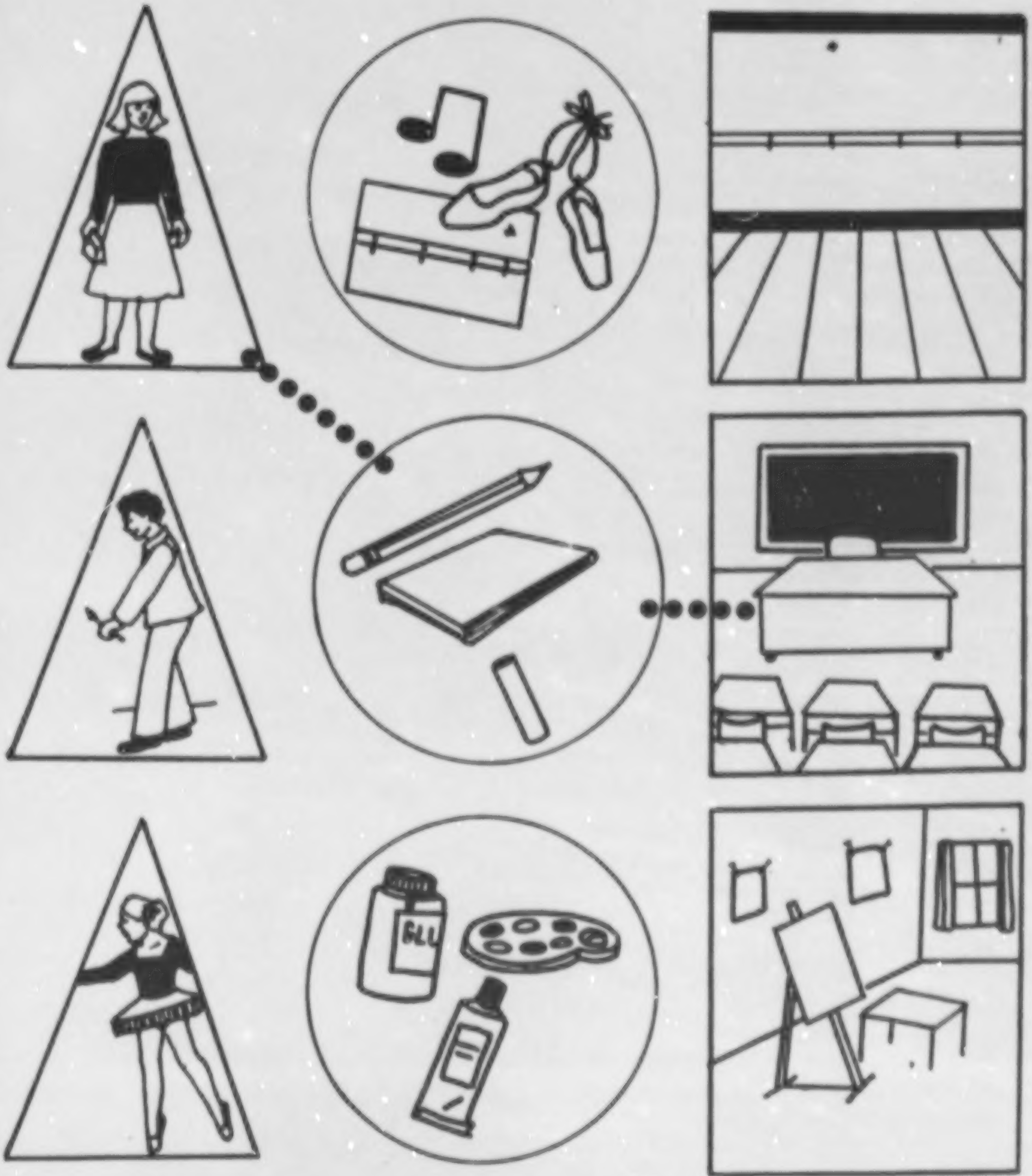


Look at the shapes on your page. Can you name the three different shapes that you see? (triangle, circle, square) In each of the triangles there is a picture of a worker. In the circles are pictures of tools. In the squares are pictures of work places. Draw a line from the picture of the worker to the circle of tools that the worker uses. Then draw a line from the tools to the place where that worker should be.

Look at the picture of the teacher. Trace the dotted line that goes to the teacher's tools. Now where does the dotted line lead? (to the classroom) Trace the dotted line to the classroom.

Repeat procedure for remaining workers.

COMMENTS: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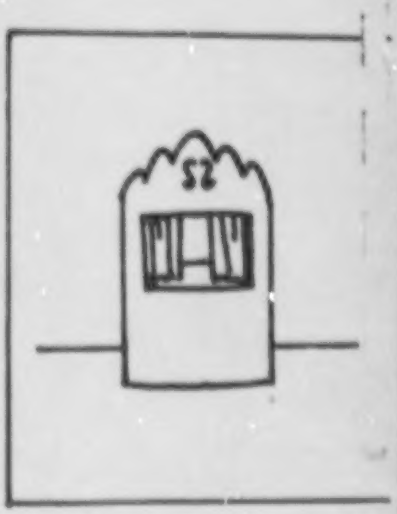


Act I

B-1 Tailor

A tailor is a person who makes clothes. A tailor may make clothes for either men or women. A tailor may work in a clothing store. Some tailors work at home.

A tailor uses a tape measure to find out what size clothing her customer wears, then finds a pattern to fit the person. The pattern is made of paper. The tailor uses pins to fasten the pattern to the fabric or cloth she will use. The pattern shows her where to cut the fabric with her scissors. When all of the pieces of fabric are cut out, the tailor sews them together with her sewing machine. If the tailor is making a dress, she puts the dress on a dress form. The dress form is shaped like the woman who ordered the dress. If the dress fits the dress form, then the tailor knows that the dress will fit her customer.

Sometimes a tailor is asked to change or alter a piece of clothing that someone else made. She may be asked to shorten a dress or lengthen the sleeves of a man's coat. Because the tailor can alter or change clothes, people may not need to buy clothes so often.

The tailor needs to keep her tools in reach. She usually has a tray or sewing box where she keeps her tools. She uses a pincushion to hold her pins. Sometimes a tailor wears an apron with many pockets. She keeps her tools in the pockets of her apron.

B-1 Tailor Classifying Tools

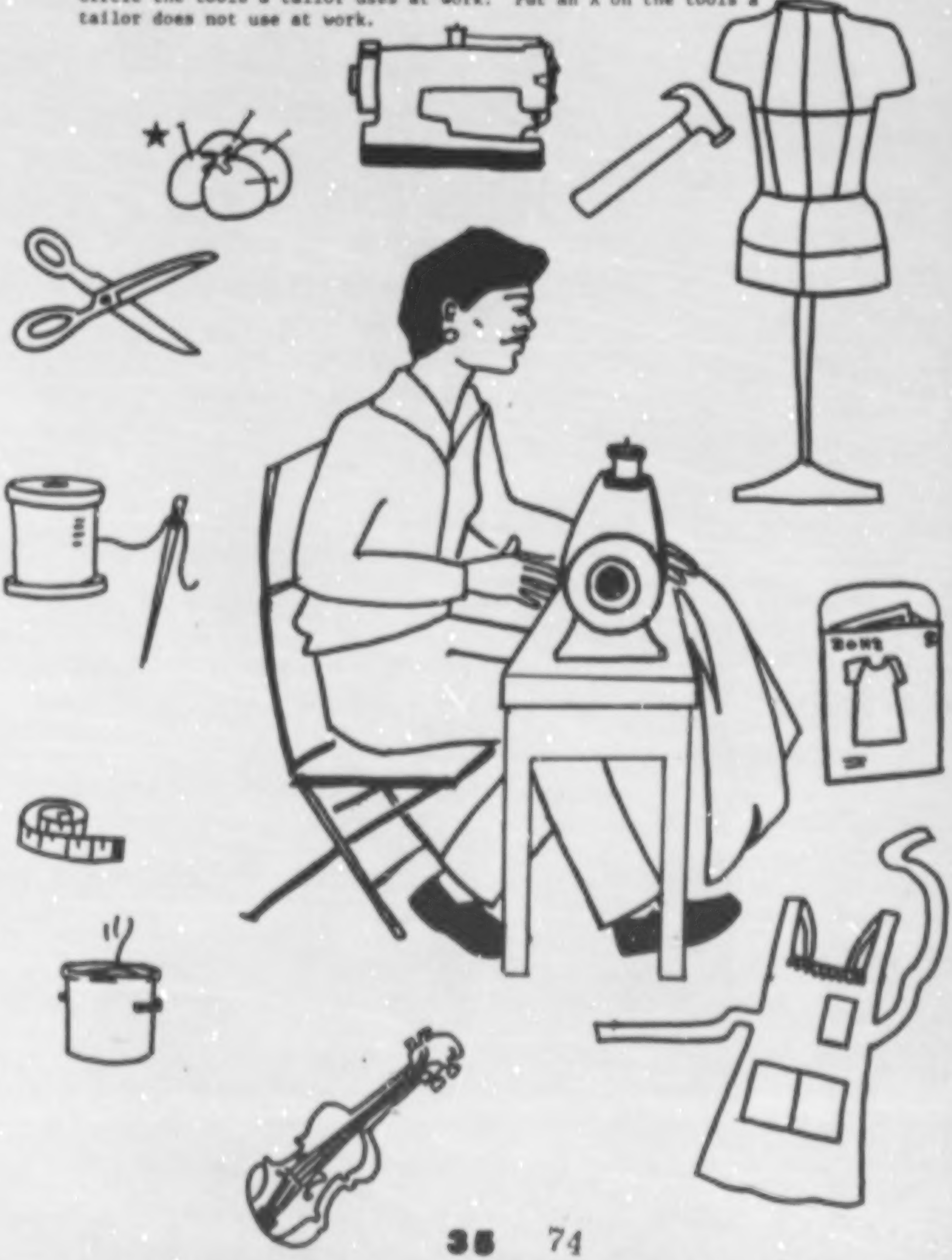
Look at the tool pictures on the outside of your page. Some are tools a tailor uses; others are not tailors' tools. Look at the tool near the star. What is it called? (pincushion) Is a pincushion something a tailor would use at work? (yes) Draw a line around the pincushion.

Continue with the other tools, directing the students to cross out those tools that are not tailors' tools. (hammer, violin, pot)

(Tailors' tools clockwise from pincushion: sewing machine, dress form, pattern, apron, tape measure, needle and thread, scissors)

COMMENTS:

Circle the tools a tailor uses at work. Put an X on the tools a tailor does not use at work.

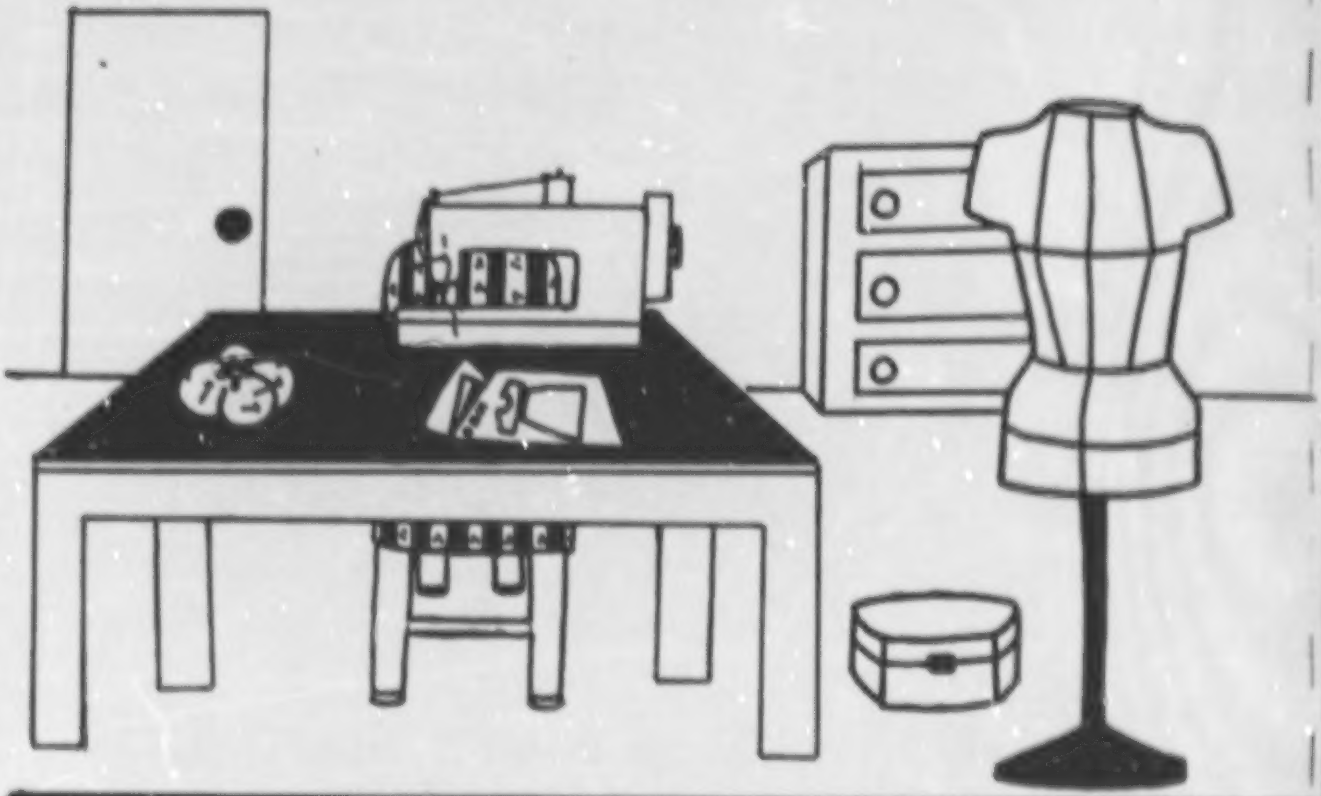


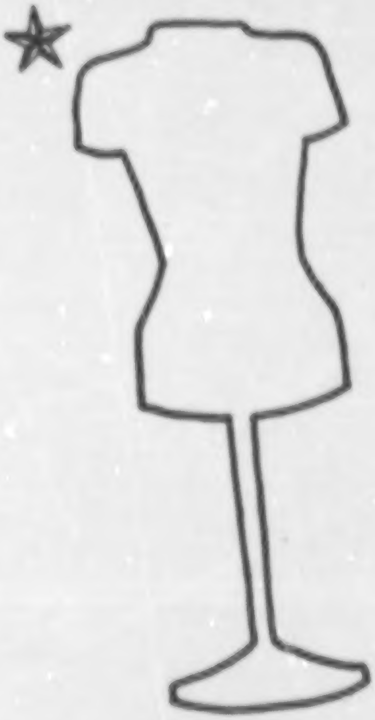
This tailor's work room is in his home. He keeps all of his tools in this room. Look at the picture at the top of the page. Let's see how many of the tailor's tools we can name. (Help students to identify and name sewing machine, pincushion, pins, patterns, dress form) At the bottom of the page are outlines of some of the tailor's tools. Look at the outline near the star. Can you find the tailor's tool in the picture that would fit in this outline exactly? What is it called? (dress form) Draw a line from the starred outline to the dress form.

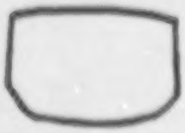
Continue with the remaining tools.

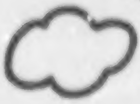
COMMENTS:

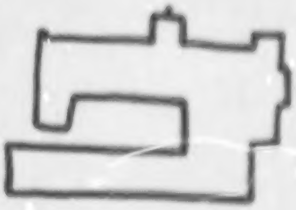
Draw a line from each outline to the tailors' tool that it matches.

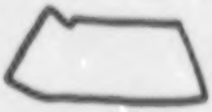












Look at the boxes at the top of your page. Each box contains some tailors' tools. Let's name the tools in each box (scissors, pincushions, tape measures, sewing machine, thread or spools)

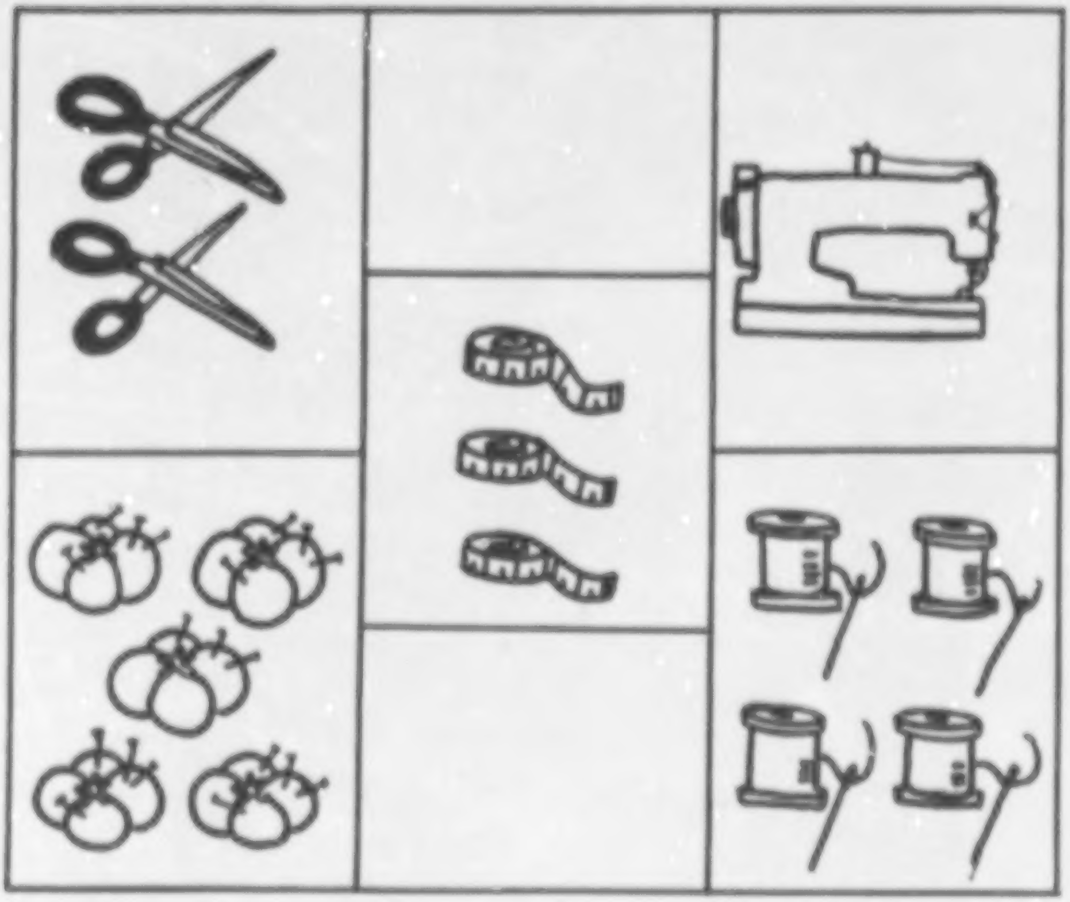
Now look at the numerals at the bottom of the page. Can you name the numerals? (1, 2, 3, 4, 5) Look at the numeral by the star. What numeral is this? (1) Which box at the top of your page has one tool in it? Name the tool. Now draw a line from the numeral one to the box with one sewing machine.

Continue with the remaining numerals and tools.

COMMENTS:

B-1 Tailor Matching Sets to Numerals

Draw a line from each box to the numeral which shows how many tools are in the box.



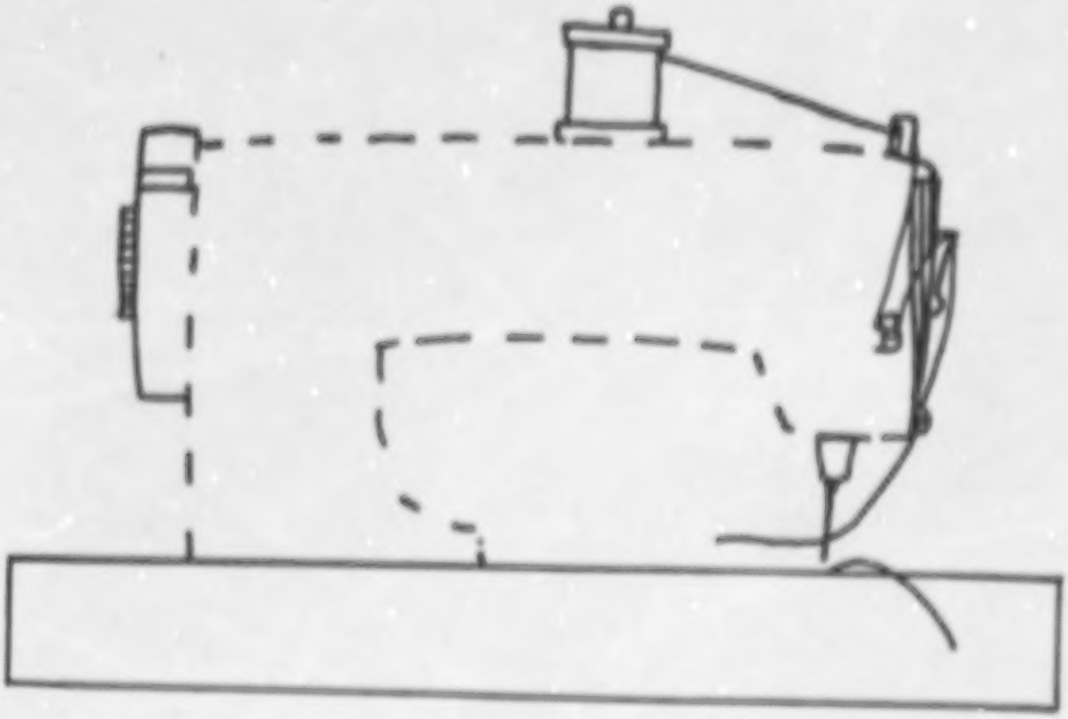
★1 2 3 4 5

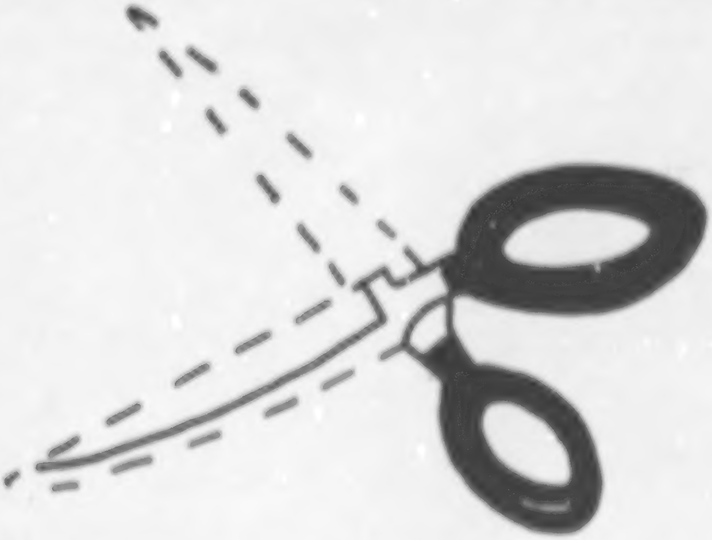
Each of the tailors' tools below has something missing. The dotted lines show what parts are missing. Use your pencil (crayon) to trace over the dotted lines and finish the tools.

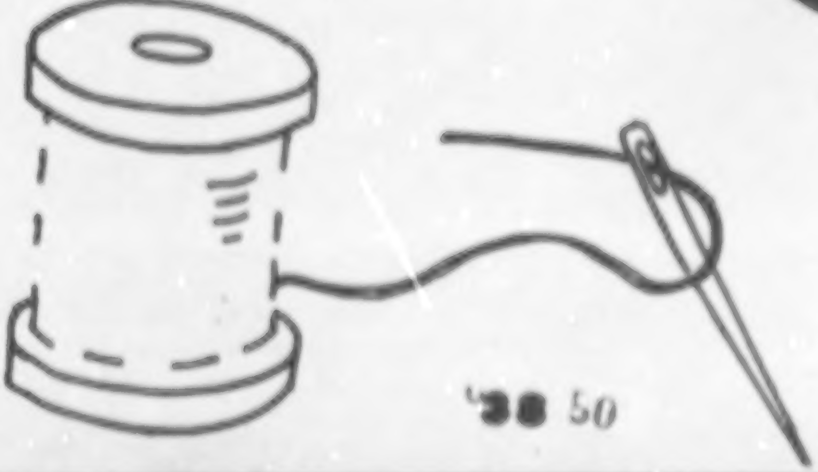
Can you name the tools on this page?

COMMENTS:

Trace the dotted lines with your pencil to finish each tool.







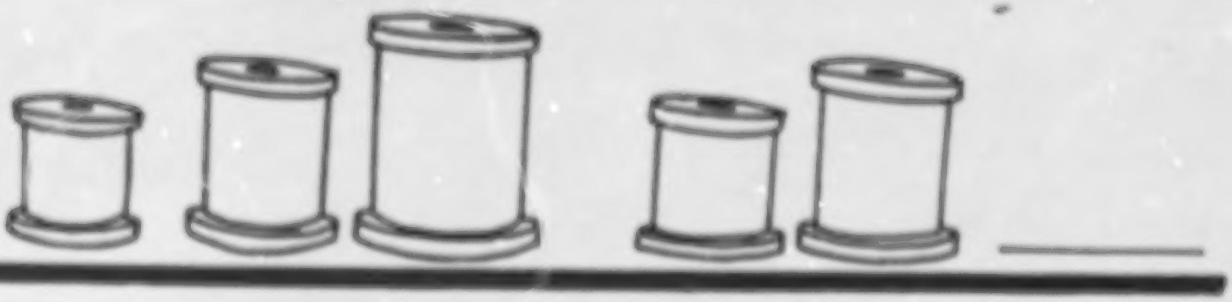
Look at the first row of tools on your page. What are these called? (spools) The spools are placed in a special order - small spool, bigger spool, biggest spool. Then, the pattern starts again - small spool, bigger spool. What spool should come next? (biggest spool) Draw a line from the biggest spool at the bottom to the blank space at the end of the spool pattern.

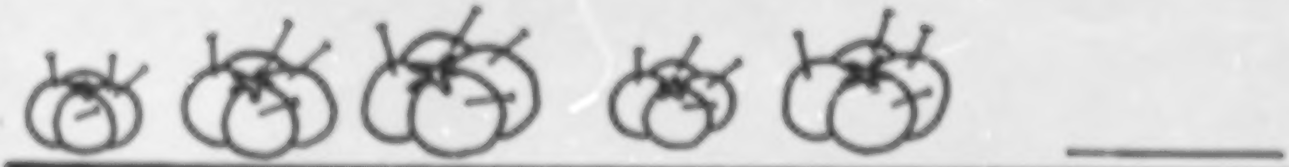
Continue in the same manner for the remaining problems.

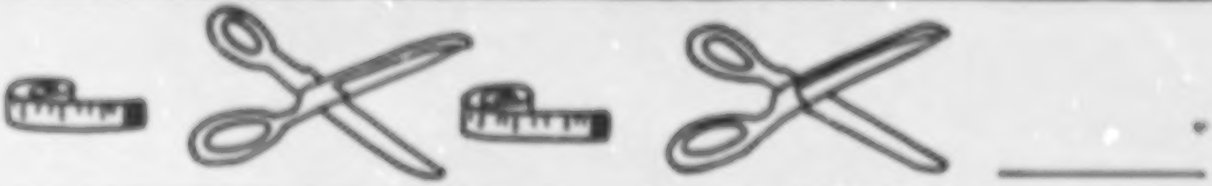
COMMENTS:

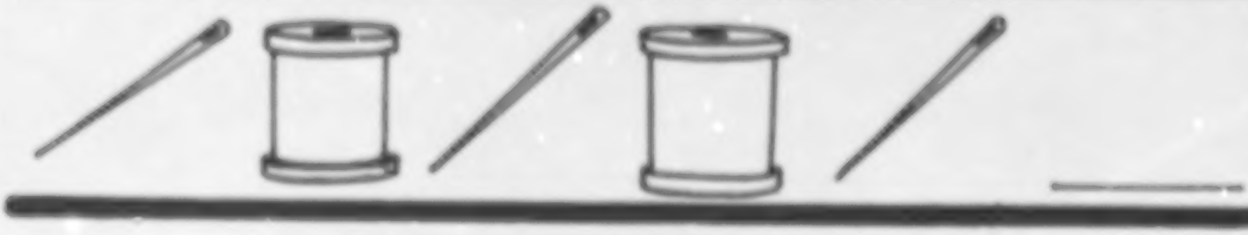
B-1 Tailor   Completing a Pattern

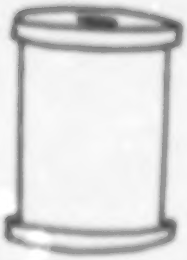
Draw a line from the blank at the end of each pattern to the tool at the bottom which completes the pattern.

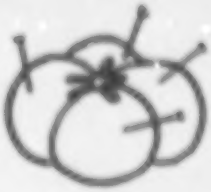


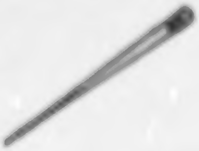


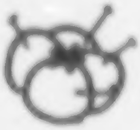


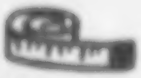


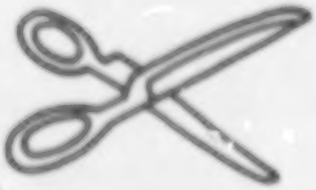












B-1 Janitor

Janitors,or custodians, keep buildings neat, clean, and safe for the people who use the buildings. Janitors may work in schools, hospitals, stores, or office buildings. Our school has a janitor (custodian). His(Her) name is Mr. (Ms., Mrs.)

______________________________.

Like other janitors (custodians) Mr. (Ms., Mrs.) ____________ works hard to keep our building clean and safe. Each day he (she) empties the trash baskets or garbage cans. The janitor also takes care of the floors. This is very important because if the floors were dirty or wet, people might fall and hurt themselves. Mr. (Ms., Mrs.) ______________________ uses a large broom to sweep the halls. He (She) picks up the dirt in a dustpan and throws the dirt into the garbage can. He (She) uses a vacuum cleaner to clean rooms that have carpet on the floor. Mr.(Mrs., Ms.) __________________________ also uses a mop and a bucket of water to clean the floors. This is especially important in winter, when everyone tracks in snow.

Some janitors help to make minor repairs on a building. They may use a screwdriver to install a pencil sharpener or to loosen a window that is stuck. They may use a hammer and nails to hang a picture or to build shelves.

The janitor (custodian) is a very important person. He keeps the building he works in clean and safe for all of the people who use the building.

B-1 Janitor

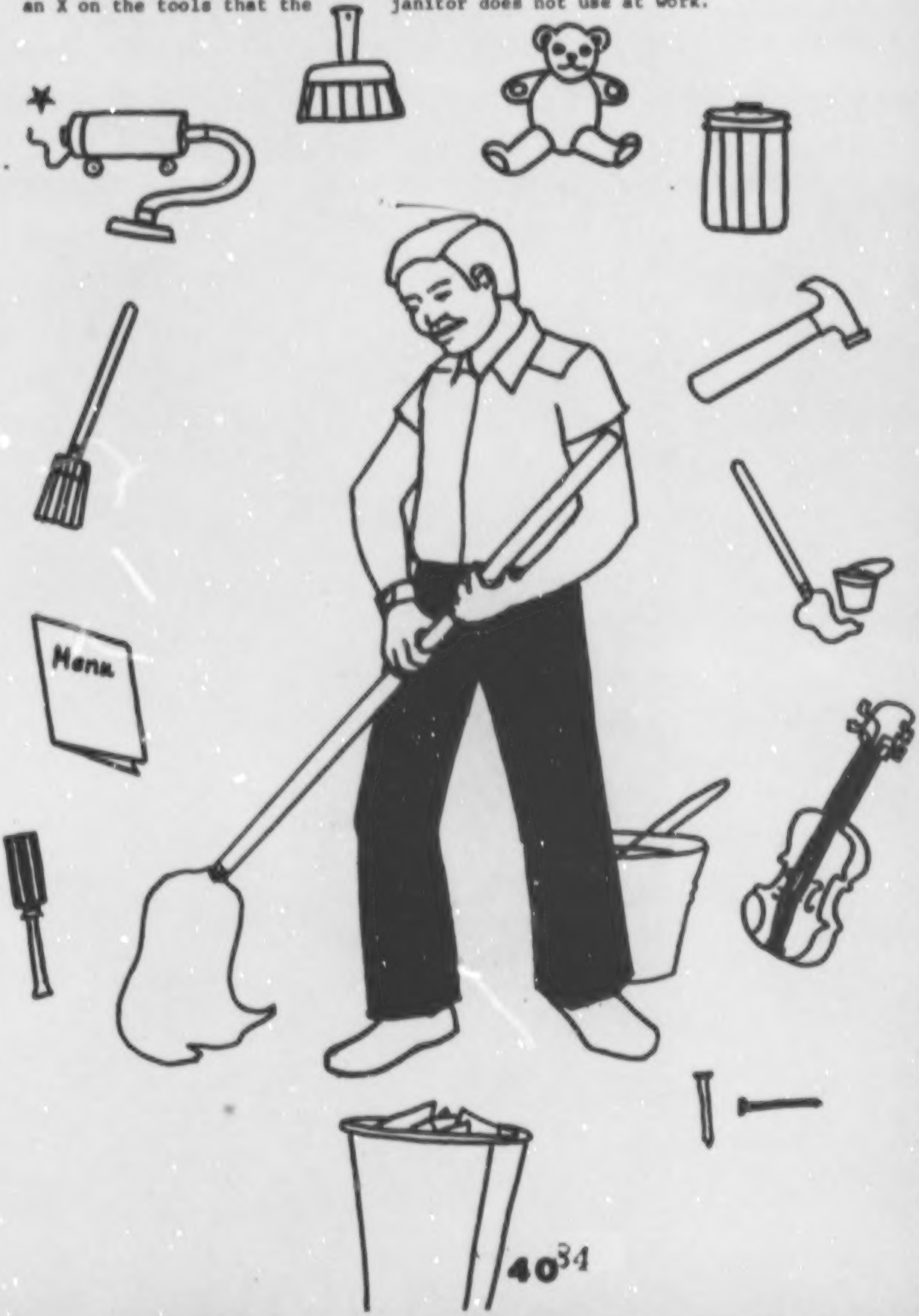
Classifying

Here are some of the tools a janitor or custodian might use at work. Some tools are not janitors' tools. Look at the tool by the star. What is it called? (vacuum cleaner). Is this a tool that a janitor would use? (yes) Draw a line from the vacuum cleaner to the janitor. (Janitors' tools clockwise from vacuum: dustpan, garbage can, hammer, mop and pail, nails, trash can or waste basket, screwdriver, broom)

Continue in the same manner, directing the students to cross out those tools not used by janitors. (teddy bear, violin, menu)

B-1 Janitor Classifying

Draw a line from the janitor to each of the tools that he uses at work. Put an X on the tools that the janitor does not use at work.



The picture at the top of your page shows a janitor cleaning an office. The janitor's tools are missing from the picture. You will see her tools at the bottom of the page. Draw a line from each of the tools to the place where it should be in the picture.

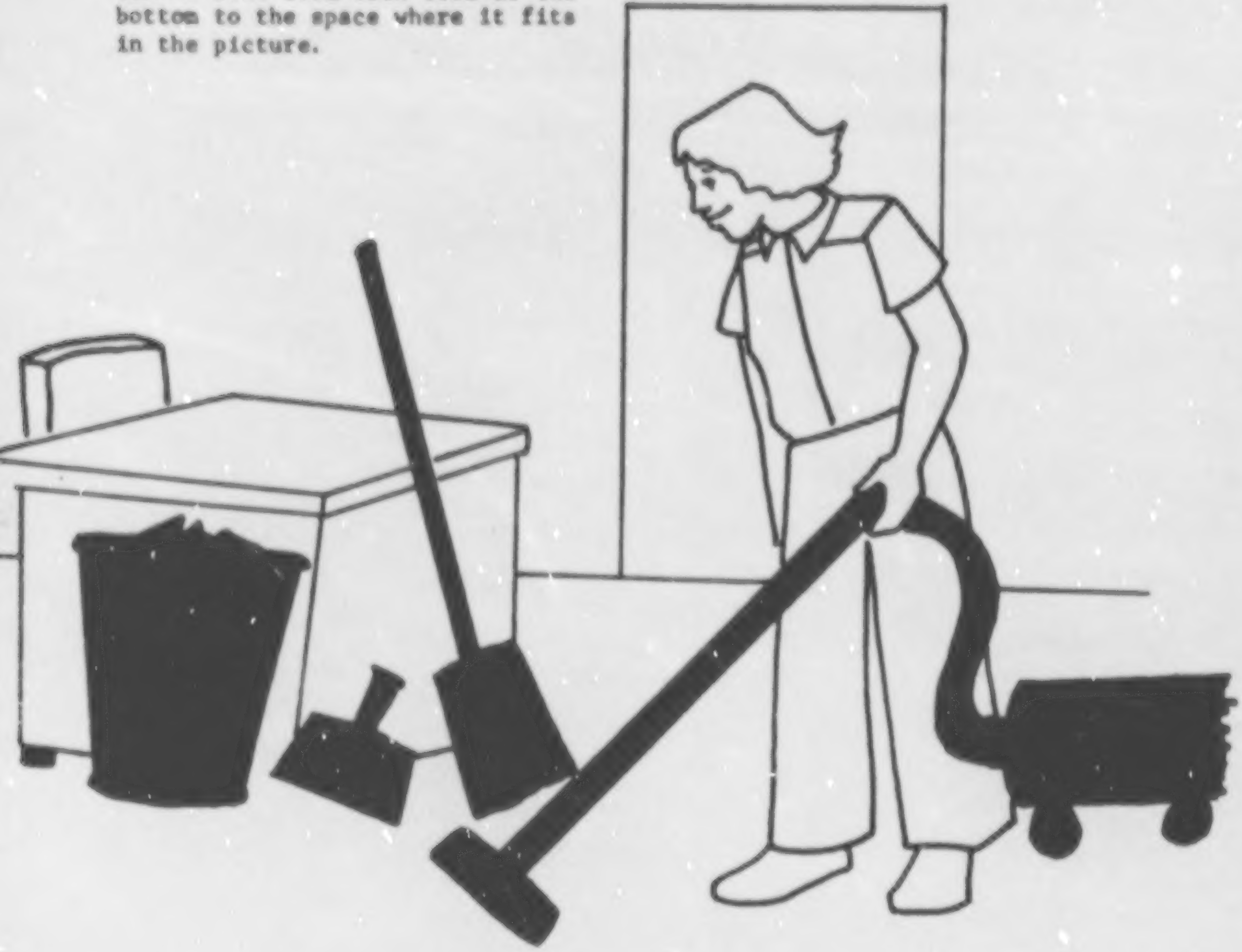
Can you name the tools that the janitor will use in this room? (vacuum cleaner, trash can or waste basket, dust pan, broom)

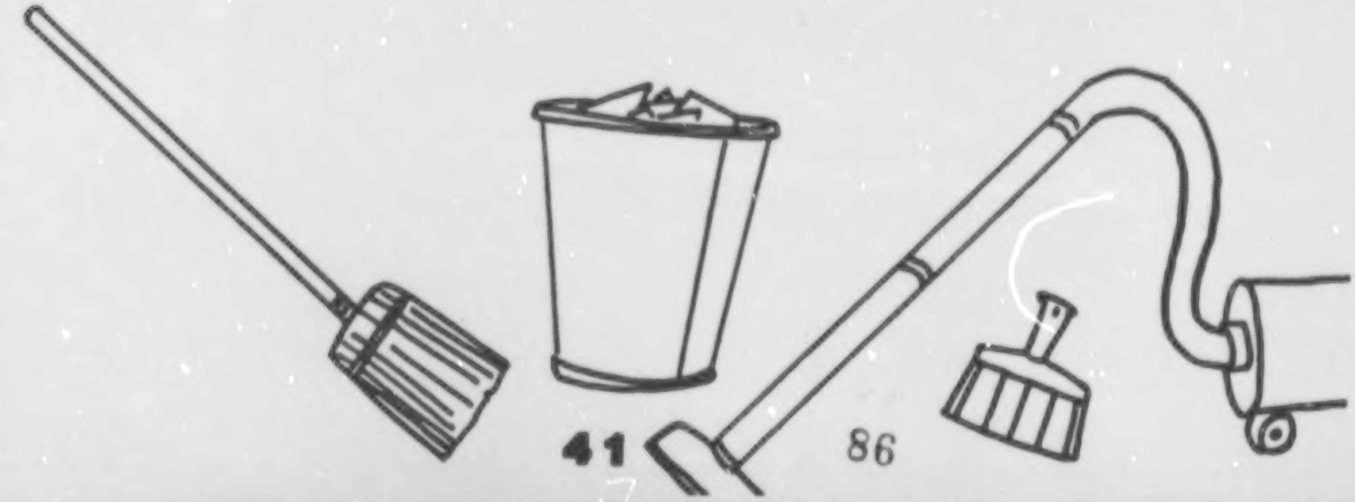
COMMENTS:

B-1 Janitor

Matching

Draw a line from each tool at the bottom to the space where it fits in the picture.





This page shows many janitors' tools. Each row of tools has three tools which are the same. One tool in each row is different.

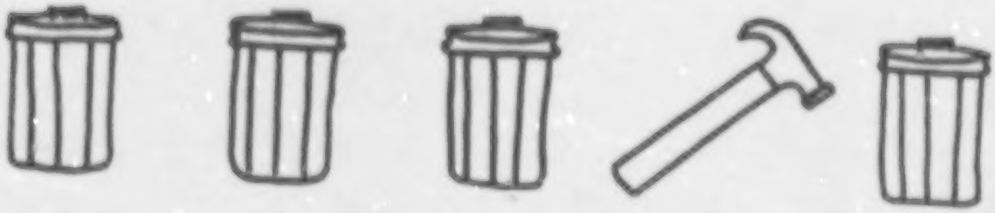
Look at the first row of tools. Can you name the tools pictured there? (garbage can, hammer) Which three pictures are the same? (garbage cans) Which picture is different? (hammer) Put an X on the hammer.

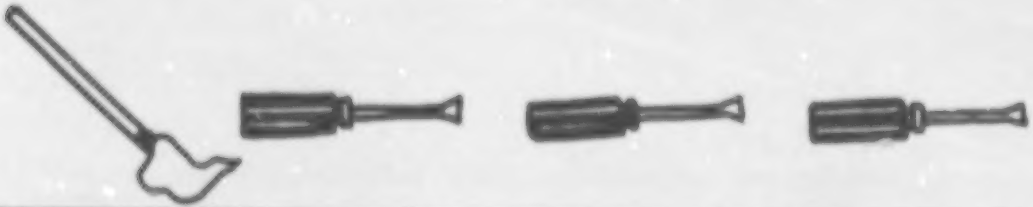
Continue in same manner.

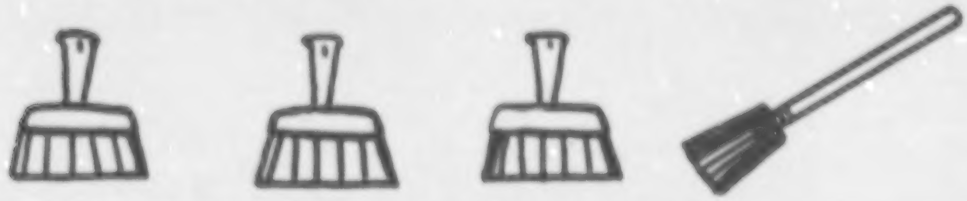
COMMENTS:

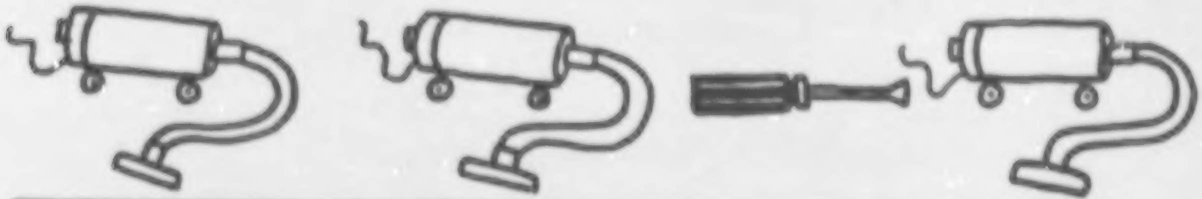
B-1 Janitor Different

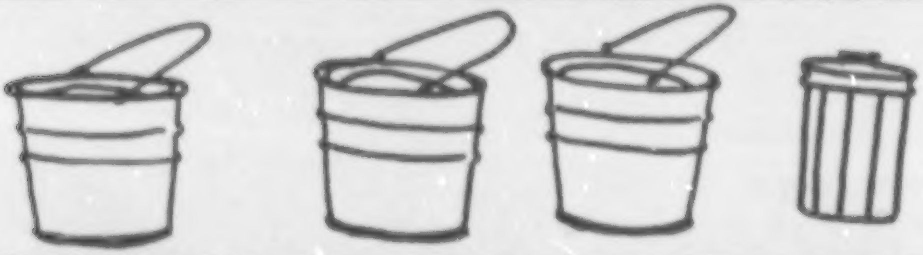
Put an X on the tool that is different in each row.











B-1 Janitor

Matching Sets

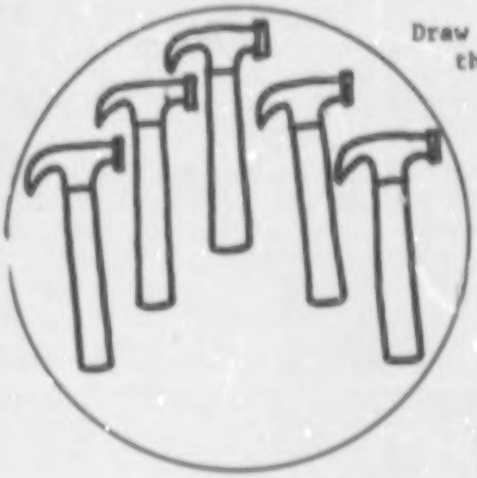
Look at the hammers in the circle. How many hammers are in this set? (5) Can you find a set at the bottom of the page which has the same number of tools? Which set at the bottom has 5 tools? (screwdrivers) Draw a line between the two sets that have 5 tools.

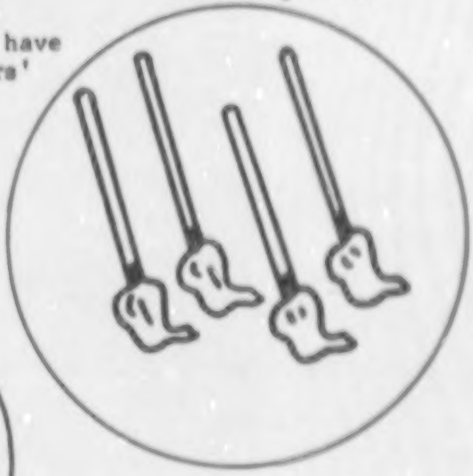
Continue in the same manner, directing the students to connect equal sets.

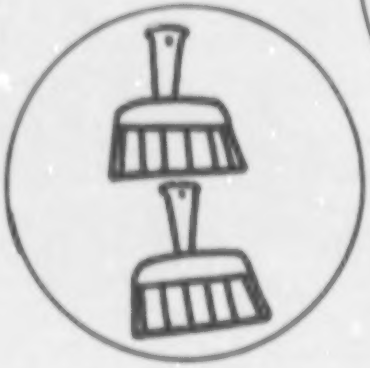
COMMENTS:

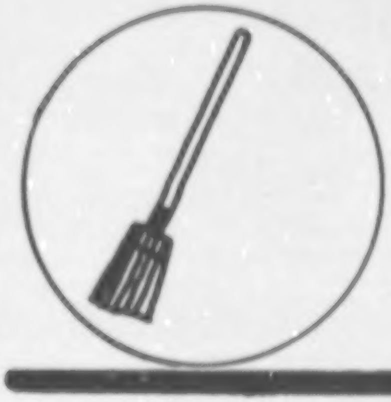
Matching Sets

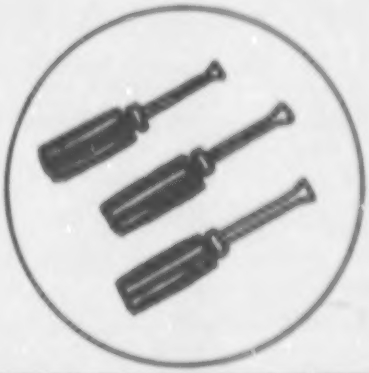
Draw lines between sets that have the same number of janitors' tools.

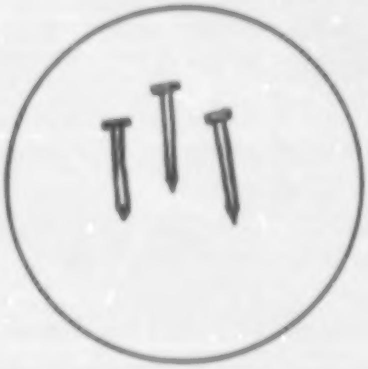


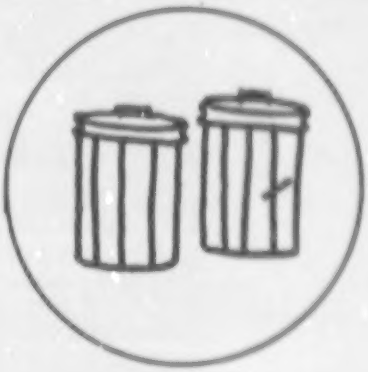


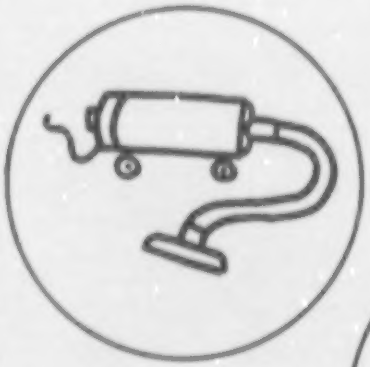


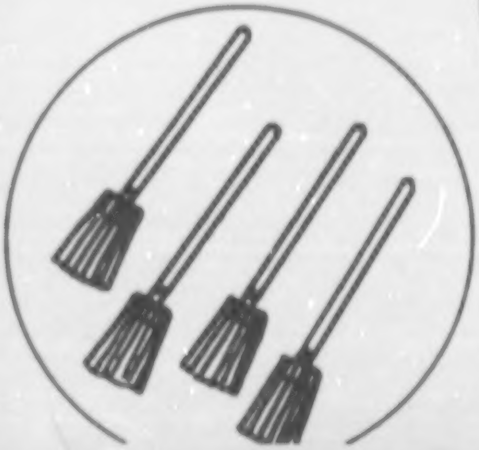


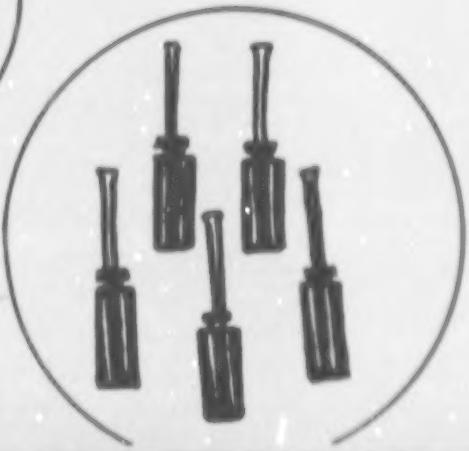










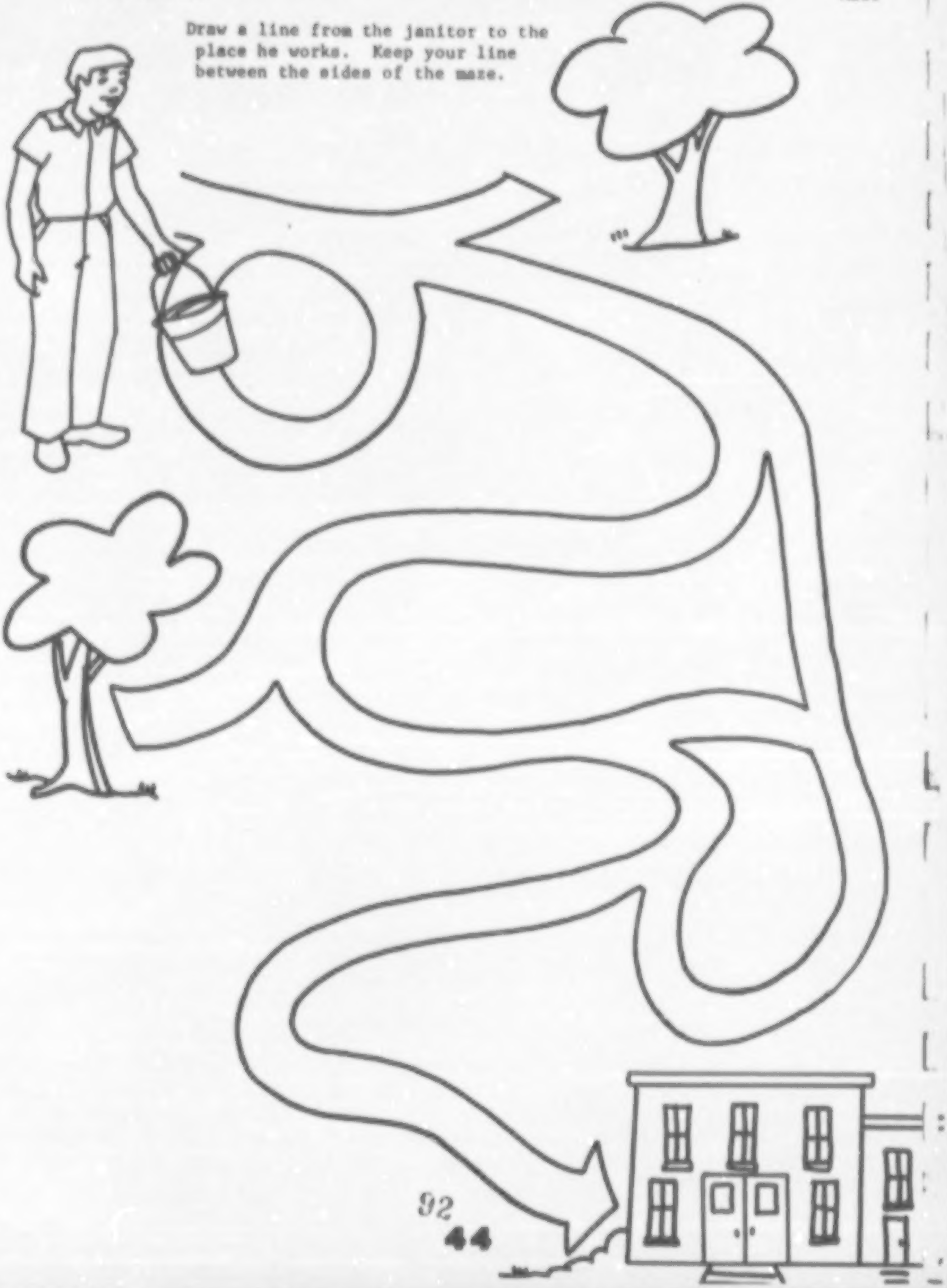


B-1 Janitor Maze

Put your finger at the beginning of the maze near the janitor. Help the janitor go to work by moving your finger along the path to the office building. Now use your pencil to draw the janitor's path to work. Remember to keep your pencil lines between the sides of the path.

COMMENTS:

Draw a line from the janitor to the place he works. Keep your line between the sides of the maze.



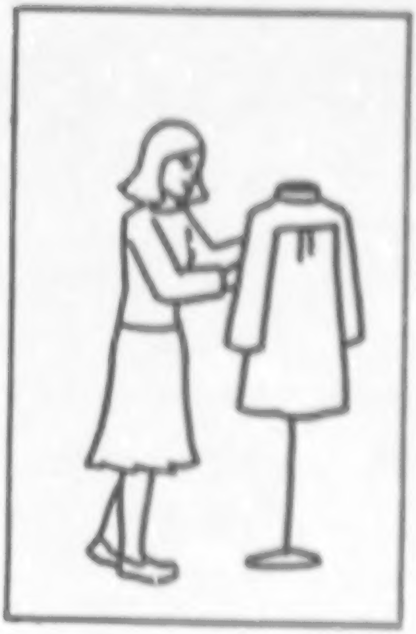
Tailor/Janitor Review

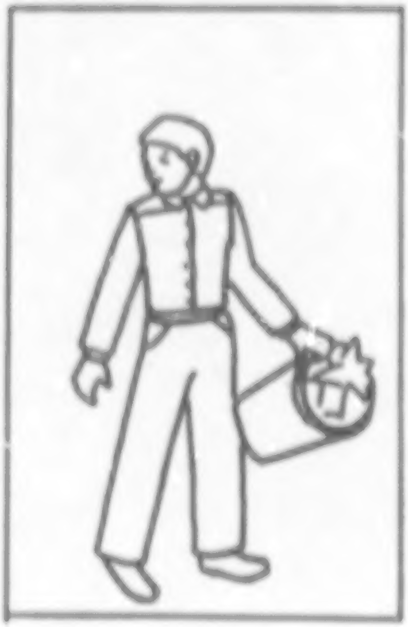
Look at the two pictures at the top of your page. One picture shows a tailor. One picture shows a janitor. The tools near the bottom of the page belong to the tailor and the janitor. Draw a line from each tool to the worker who uses it.

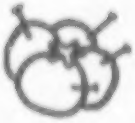
COMMENTS:

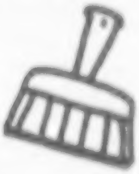
Tailor/Janitor Classifying

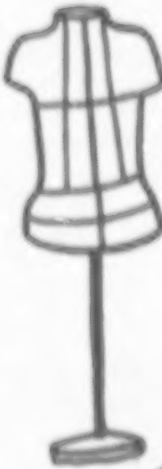
Draw a line from each tool to the worker who would use that tool.

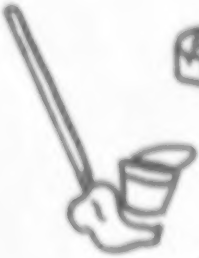


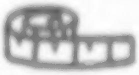


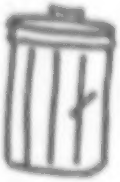


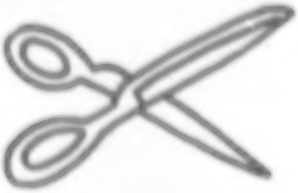


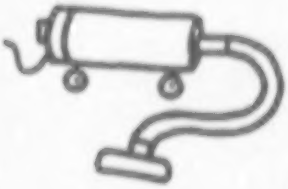


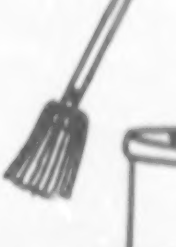


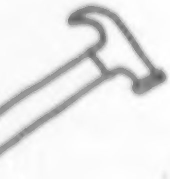


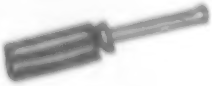


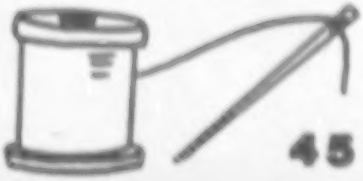


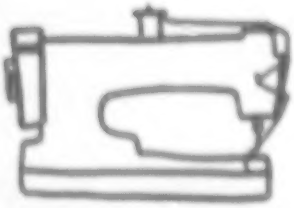












B-1 Housekeeper

A housekeeper is a person who is hired to keep a home neat and comfortable. Sometimes a housekeeper lives in the house where she works. Other housekeepers have their own homes and go out to work in other homes.

A housekeeper helps a family by keeping their home neat and clean. She uses a vacuum cleaner, a feather duster or dust rag, a broom and dustpan, and sponges to help her clean the house. She uses many soaps, cleaners, and polishes to make her work easier. When she uses strong soaps or cleaners, she wears rubber gloves, so the cleaners don't hurt her hands.

A housekeeper often does the cooking for a family, too. She uses the stove, refrigerator, sink, and all kinds of pots and pans to cook meals. When the meal is finished, the housekeeper clears the table and washes the dishes.

Some housekeepers take care of the family laundry. They use a washing machine, a clothes dryer, soaps, an ironing board and an iron to wash, dry, and press clothes for the whole family.

The housekeeper does many of the necessary jobs to be done in a home. She works very hard to make sure the people she works for are comfortable. In many homes, the housekeeper is like a member of the family.

B-1 Housekeeper

Classifying

One of the jobs a housekeeper does is cleaning. She uses many tools to clean a house. Around the outside of the housekeeper picture are small pictures of her tools. Some are used for cleaning the house; some are not.

Look at the picture near the star. What does this picture show? (vacuum cleaner). Is the vacuum cleaner something a housekeeper would use to clean the house? (yes) Draw a line around the vacuum cleaner.

Continue in the same manner with other tools clockwise from the vacuum: iron, pots & pans, ironing board, stove, dustpan, broom, duster, mop & pail.

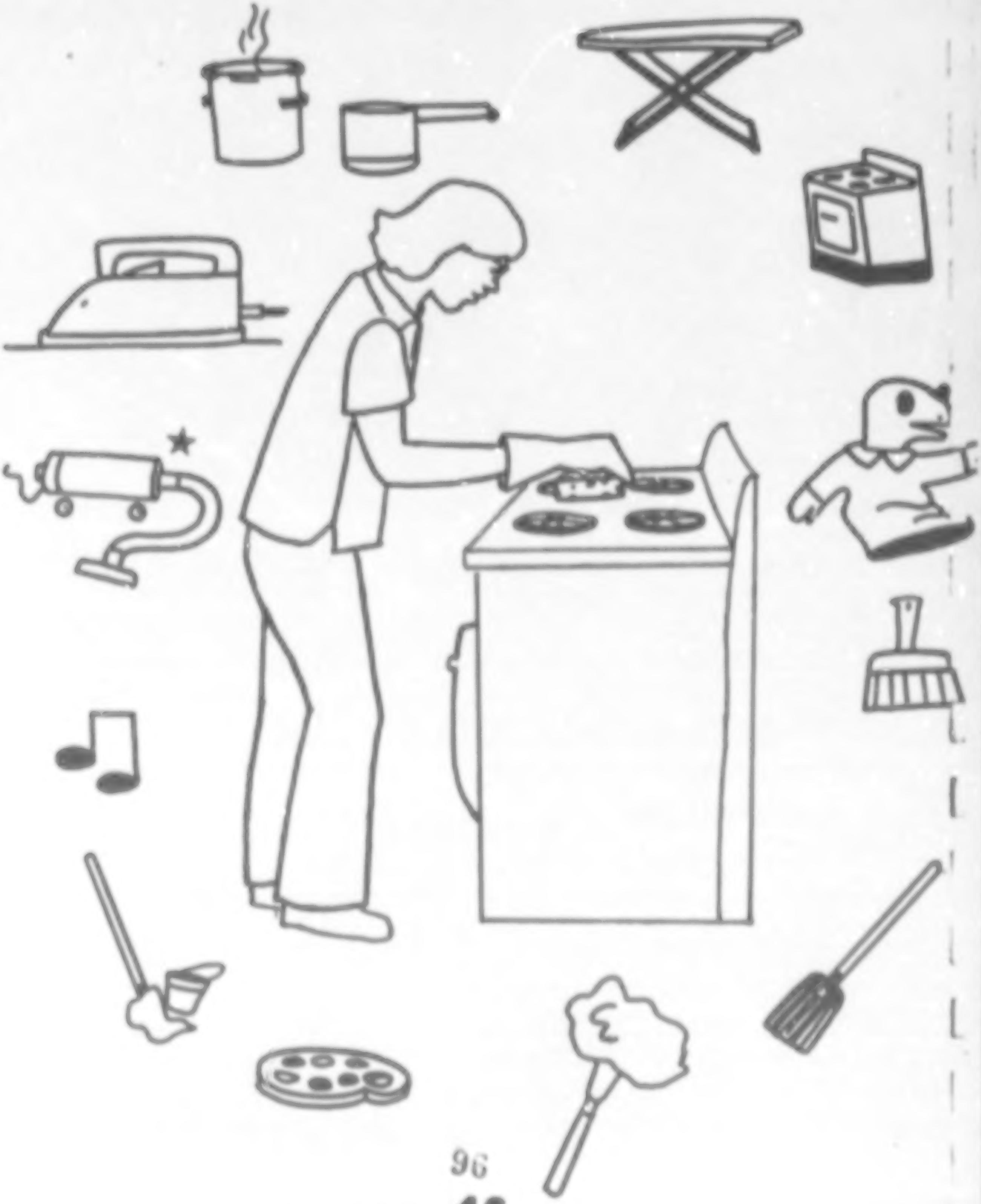
Direct the students to place an X on those tools not used by housekeepers (puppet, palette, music).

COMMENTS:

B-1 Housekeeper

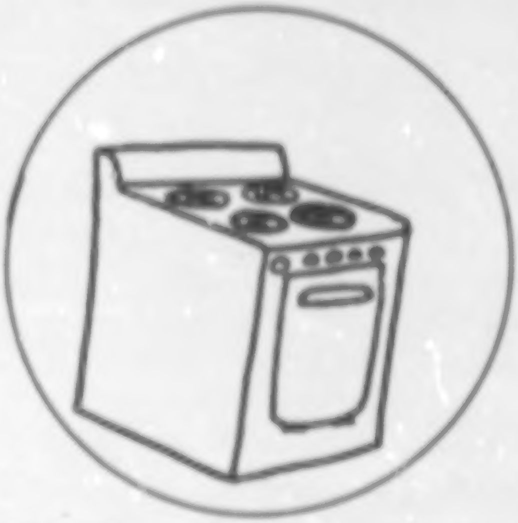
Classifying

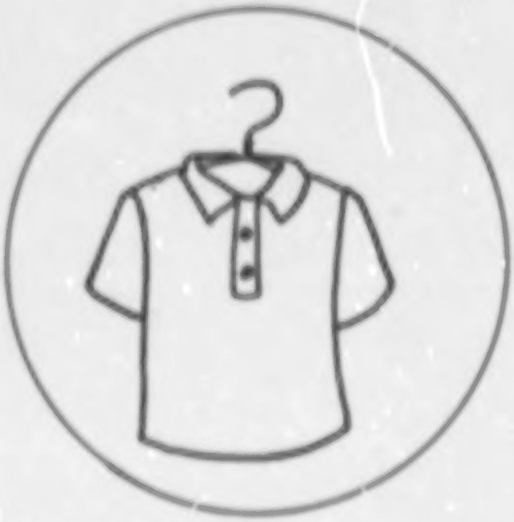
Draw a line around each tool that the housekeeper uses at work.
Put an X on those tools not used by the housekeeper.

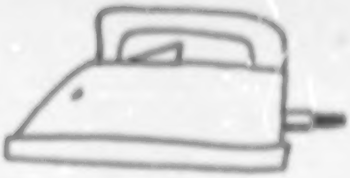


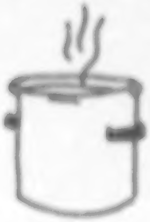
Classifying

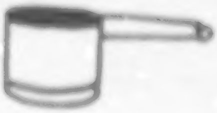
Draw a line from each cooking tool to the stove. Draw a line from each laundry tool to the clean shirt.

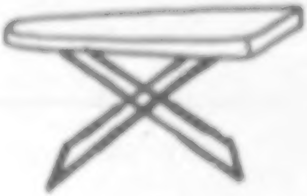


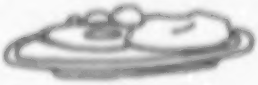


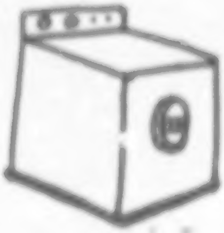












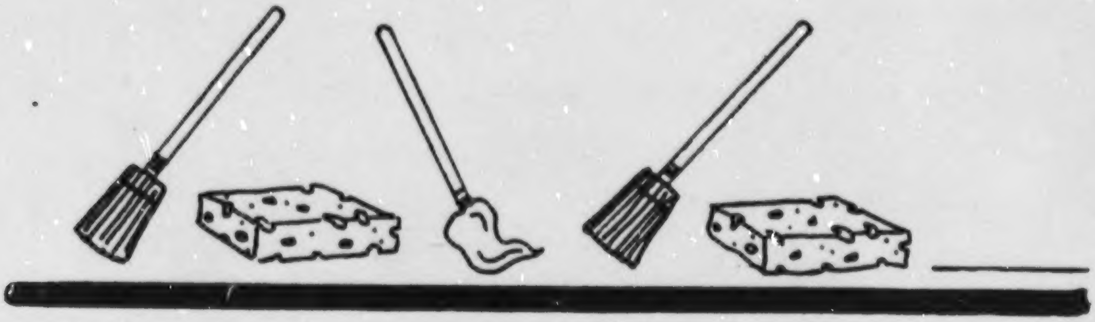
Each of the rows of housekeepers' tools makes a pattern. The last tool is missing from each pattern.

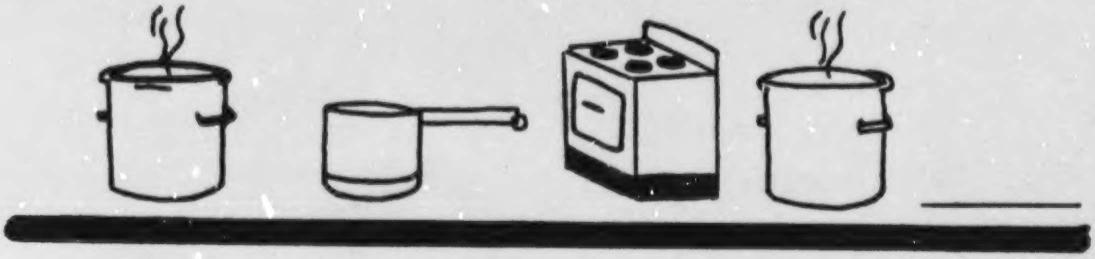
Look at the first row of housekeepers' tools. Let's name them together. (broom, sponge, mop, broom, sponge) What tool should come next? (mop) (Help students see pattern, if necessary, by going back to the first three items and showing that the mop follows the sponge.) Find the mop at the bottom of the page. Draw a line from the mop to the blank where it should go.

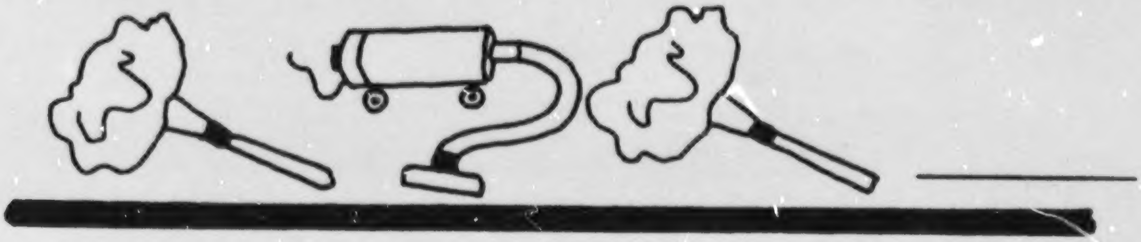
Continue in the same manner with the remaining pattern problems.

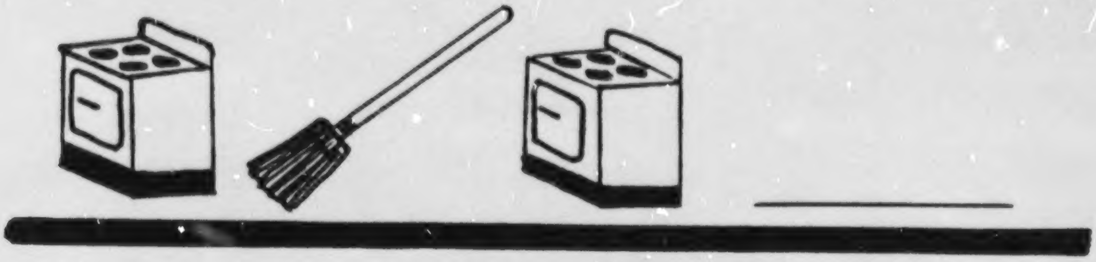
COMMENTS:

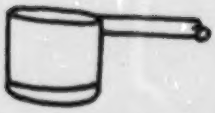
Draw a line from each tool to the end of the pattern where it fits.

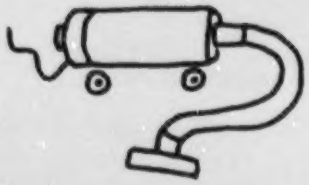


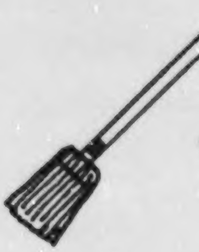


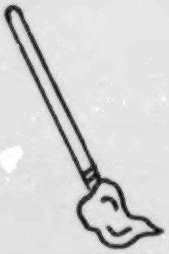












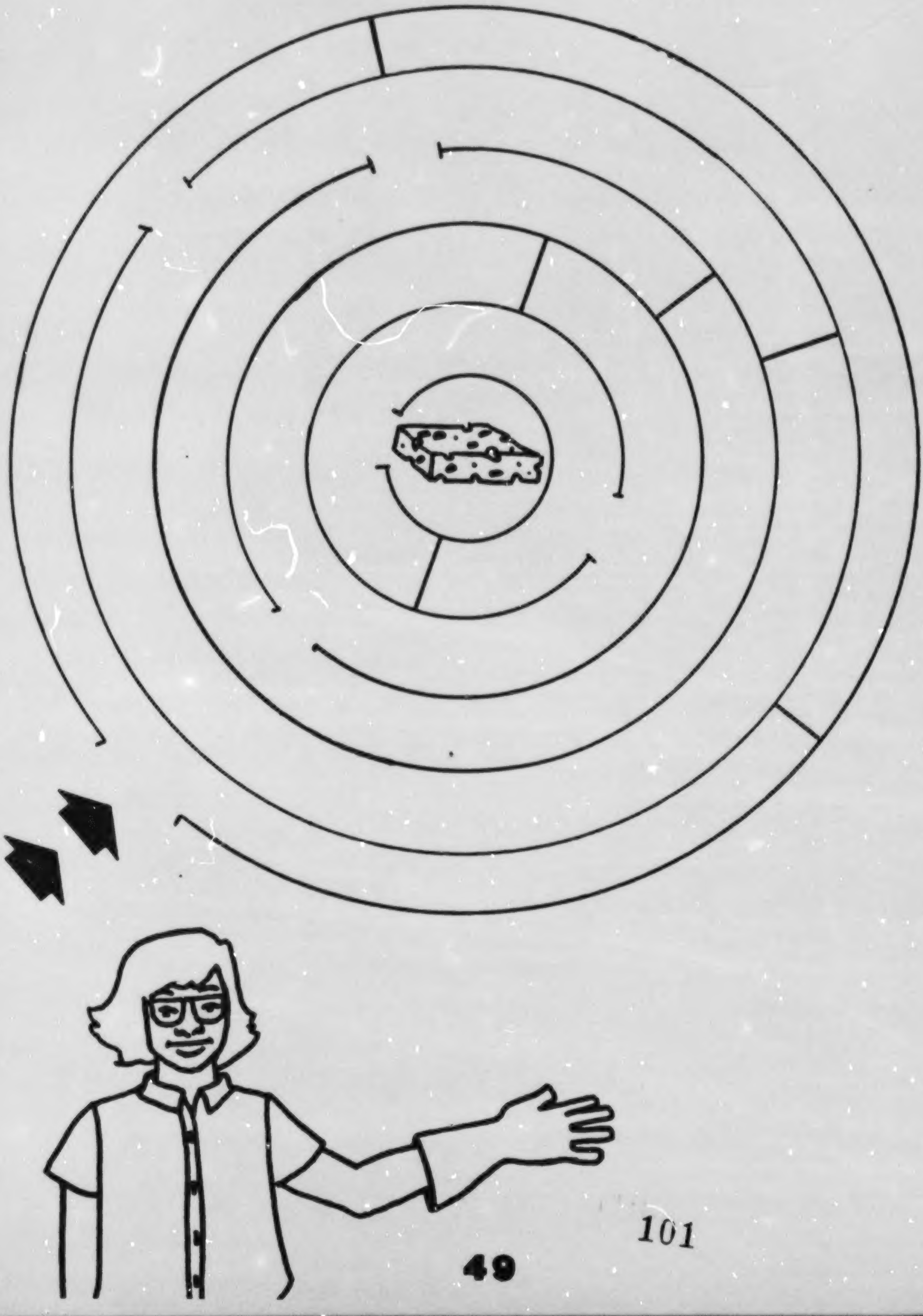
Look at the housekeeper at the bottom of your page. What is she wearing on her hand? (rubber glove) Have you seen someone wearing rubber gloves? (various responses) Why do you think this housekeeper wears rubber gloves? (protect hands from cleaners)

This housekeeper has lost her sponge. Help her find the sponge by tracing the path through the maze. Put your finger on the opening of the outer circle, near the black arrows. Move your finger to the opening in the second circle, without crossing the maze line. (Repeat process until students "find" the sponge.)

Now put your pencil (crayon) on the opening of the first circle. Draw a line to the sponge, following the same path you traced with your finger.

COMMENTS:

Draw a line from the housekeeper to her sponge. Do not cross any of the lines.



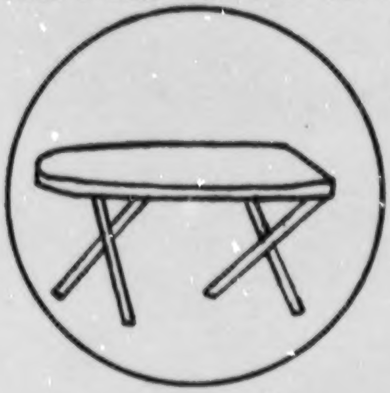
101

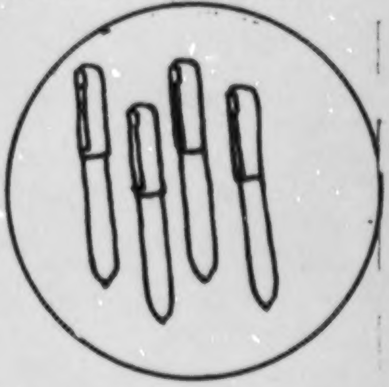
Look at the circles with the housekeepers' tools in them. Each circle has a different number of tools in it. Look at the circle with the ironing board. How many ironing boards are in the circle? (one) Draw a line from the ironing board to the numeral that means one.

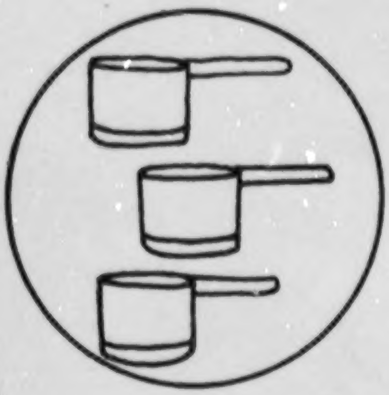
Continue in the same manner for knives, pans, sponges, and irons.

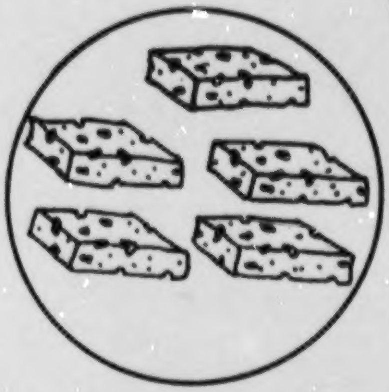
COMMENTS:

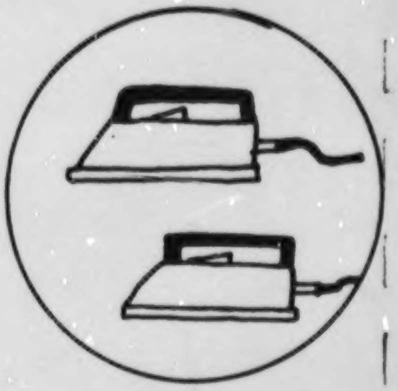
Draw a line from each set of tools to the numeral which shows how many tools are in that set.











1 2 3 4 5

B-1 Waiter

Waiters help you when you eat in a restaurant. Because waiters have to serve so many kinds of people, they have to learn to be pleasant and polite no matter what happens. The owner of a restaurant needs the waiters to make his customers happy.

When a customer sits down at a table in a restaurant, the waiter brings a menu. The menu tells the customer what foods are served in the restaurant. When the customer decides what he would like to eat, he tells the waiter. The waiter writes the customer's order on a pad. The waiter takes the order to the chef or cook, who makes the food the customer ordered. When the food is ready, the waiter takes it to the customer's table. If the customer needs anything else, the waiter takes it to the table on a large tray. When the customer has finished his meal, the waiter adds up the cost on his pad and takes the bill to the customer.

When the waiter is not helping a customer, he clears the tables where people have eaten. He uses a sponge to clean the table. The waiter sets the table with knives, forks, spoons, glasses and napkins. The waiter makes sure that the table is clean and looks nice for the next customer.

Waiters work hard so that we have a good time when we eat in restaurants.

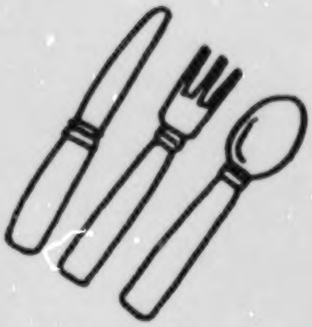
B-1 Waiter Classifying

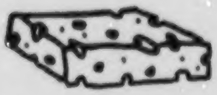
On your page is a picture of a waiter and some tools. Some tools belong to the waiter, others do not. Look at the picture near the star. What is it called? (menu) Is this something a waiter would use? (yes) Draw a line around the menu.

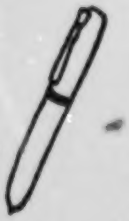
Continue procedure, directing the students to cross out those pictures that are not waiters' tools. (yarn, sock, hammer)

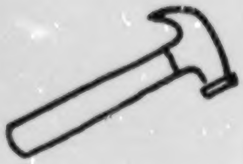
Tools clockwise from menu: plate of food, pad, fork, knife, spoon, sponge, pen.

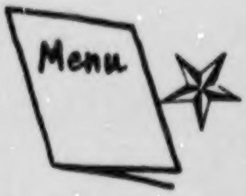
COMMENTS:

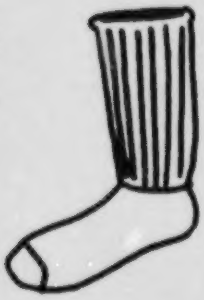


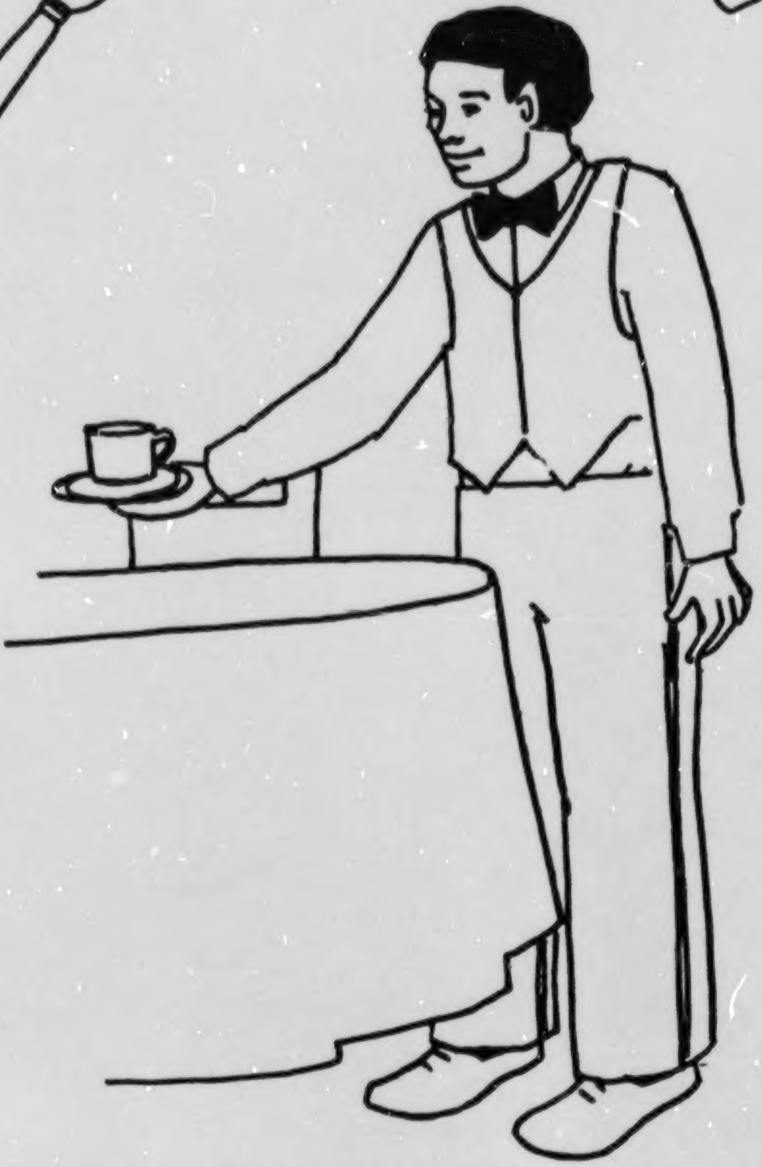


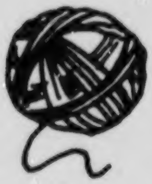


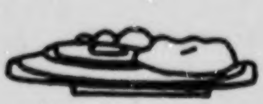


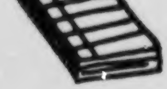












Draw a line around those tools used by the waiter. Put an X on those tools not used by the waiter.

These pictures tell a story about the job a waiter does. The story is all mixed up.

Look at the picture with the star. This picture shows the waiter giving the menu to his customer. This is the first picture of the story. Draw a line from the first picture to the numeral "1" at the bottom of the page.

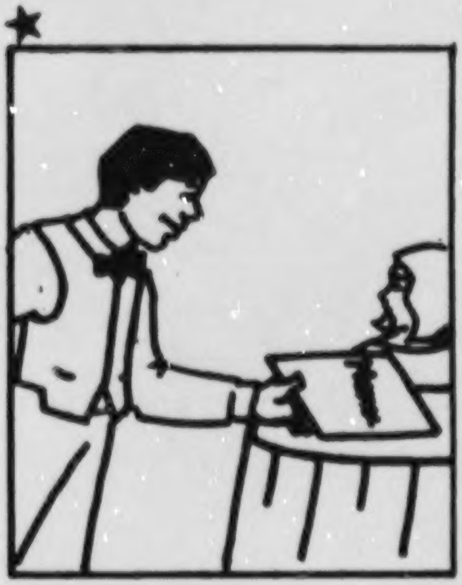
Continue in the same manner with:

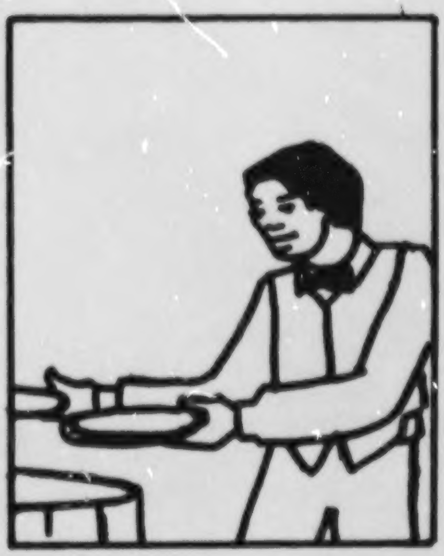
"2" - The waiter writes down the customer's order.
"3" - The waiter brings the customer's food.
"4" - The waiter clears the empty plates.

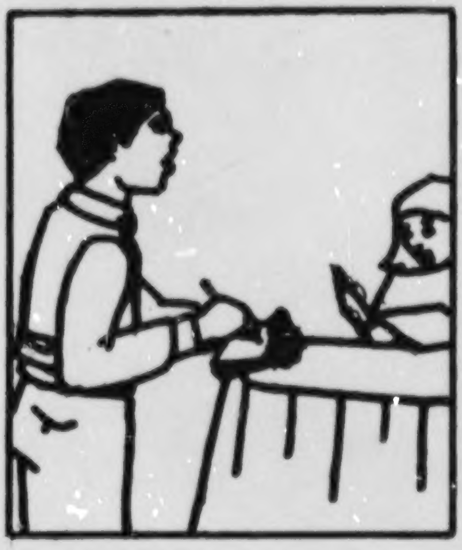
COMMENTS:

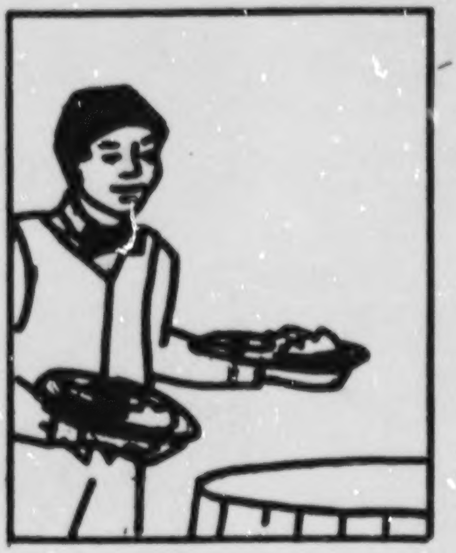
B-1 Waiter   Sequencing

Put the pictures in order to tell a story. Draw a line from the numeral "1" to the first picture; numeral "2" to the second picture and so on.









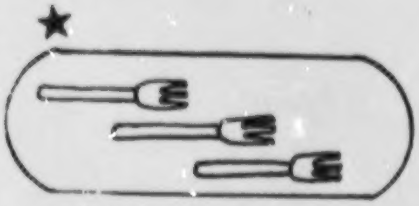
1 2 3 4

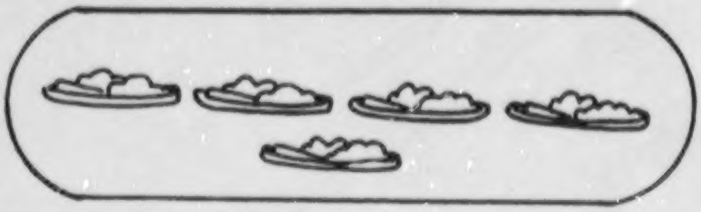
Each of the sets of waiters' tools has a different number of things in it. Look at the set near the star. What tool is in this set? (forks) How many forks are in the set? (3) Find the set on the bottom of the page which also has three items. Which set is it? (forks) Draw a line between the sets of three forks.

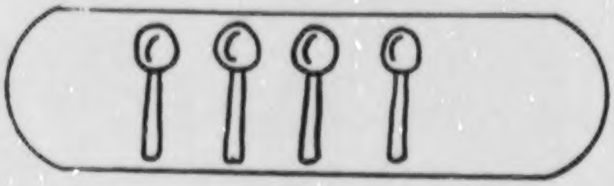
Continue in the same manner with: plates, spoons, sponge, knives.

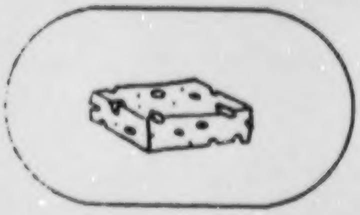
COMMENTS:

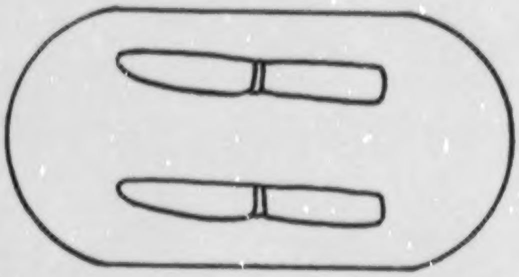
Draw a line between the sets that have the same number of waiters' tools.

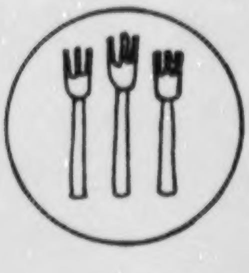


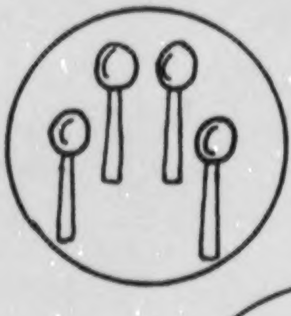


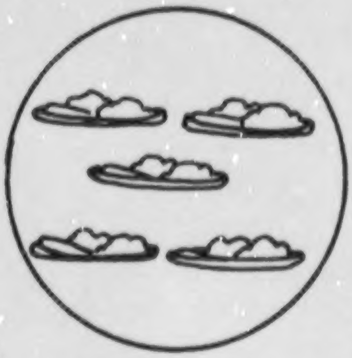


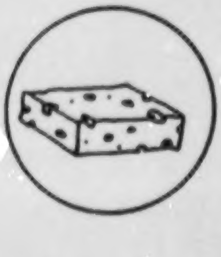


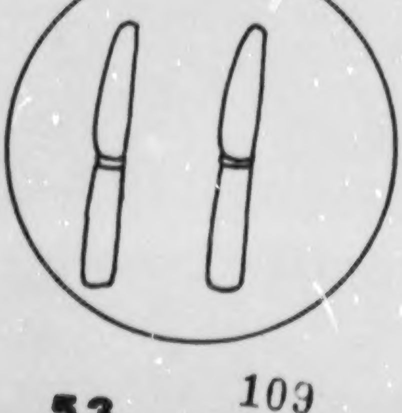












Here are some rows of waiters' tools. Each row has three things that are the same and one thing that is different. Put an X on the tool in each row that is different.

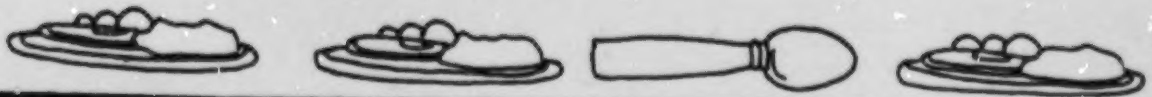
(Discuss tools with children.)

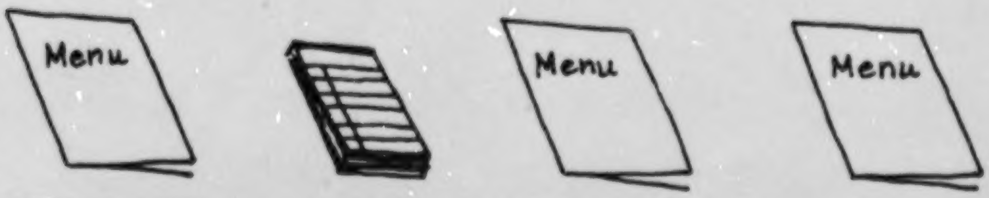
COMMENTS:

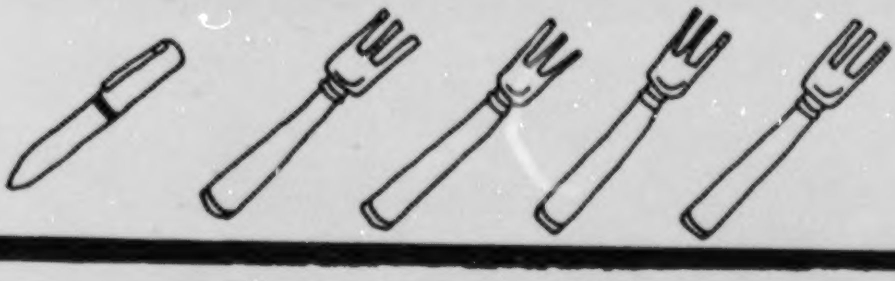
B-1 Waiter

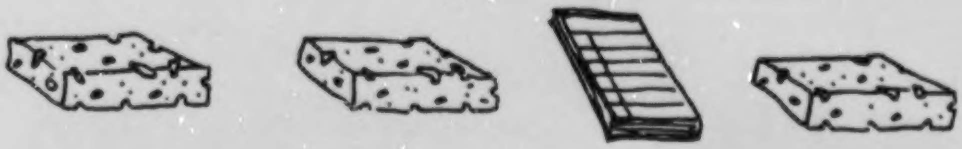
Different

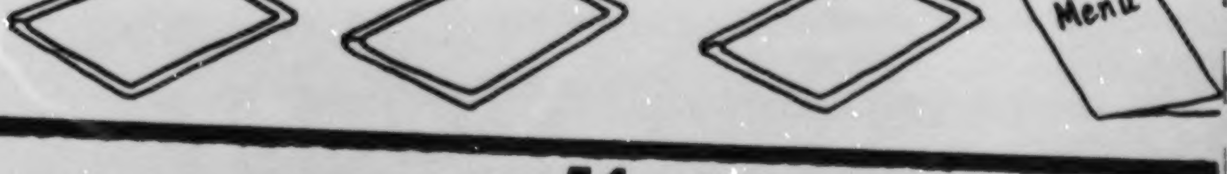
Put an X on the tool in each row that is different.




Menu
Menu
Menu







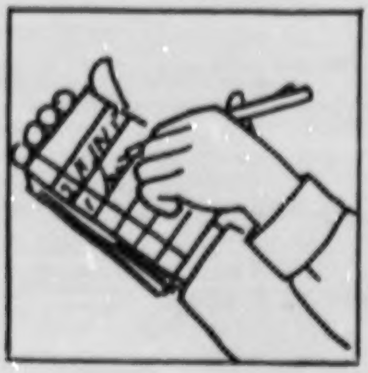
The pictures on this page show different jobs. Look at the first picture. It shows someone writing on a pad. Is this something that a waiter does at work? (yes) Draw a circle around this picture because it is something a waiter does.

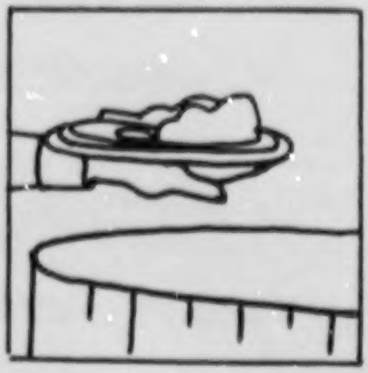
Continue in the same manner, directing students to put an X on the pictures of jobs a waiter doesn't do.

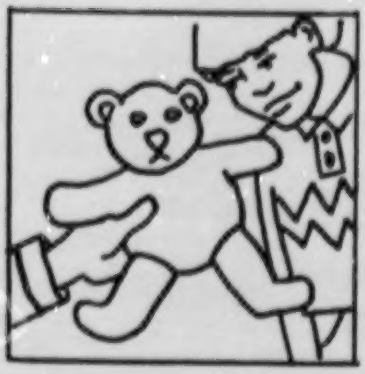
Yes (circle)	No (X)
brings food to a table	plays with children
wipes the table with a sponge	plays the drum
sets the table	

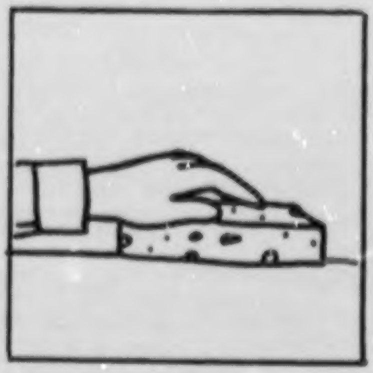
COMMENTS:

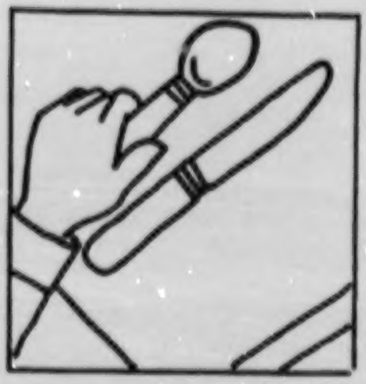
Draw a circle around the pictures of jobs a waiter does. Put an X on the pictures of jobs a waiter does not do.

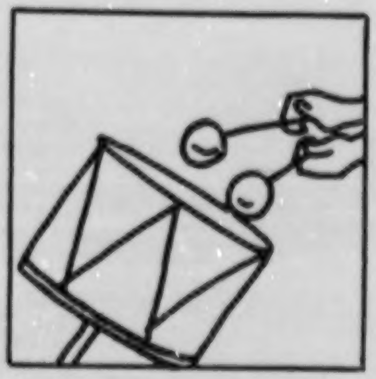












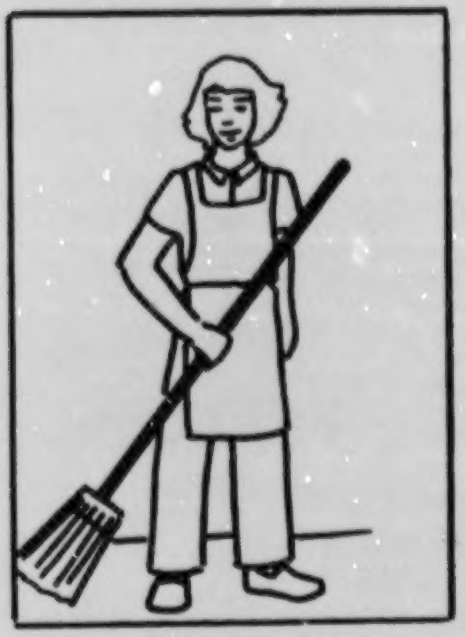
HouseKeeper/Waiter Review

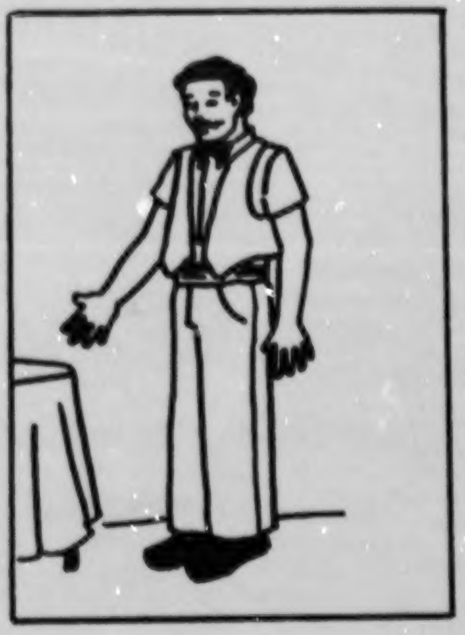
The tools on this page belong to the housekeeper and the waiter. Draw a line from each of the waiter's tools to the picture of the waiter. Draw a line from each of the housekeeper's tools to the picture of the housekeeper.

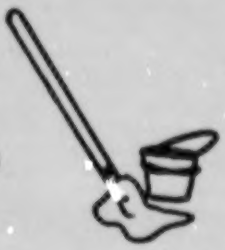
Some of the tools are used by both the housekeeper and the waiter. Draw lines from these tools to both workers.

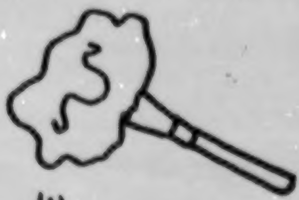
COMMENTS:

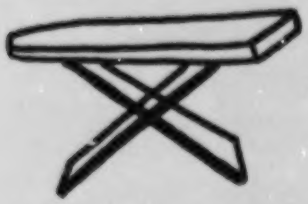
Draw a line from each of the waiter's tools to the waiter. Draw a line from each of the housekeeper's tools to the housekeeper. Some tools may be used by both workers.

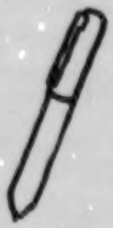


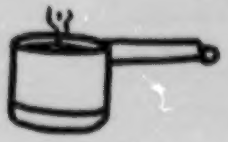


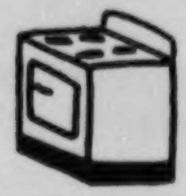


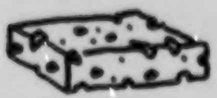


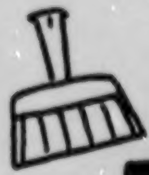


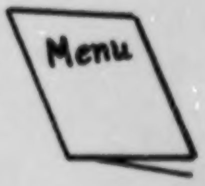


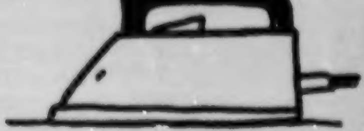


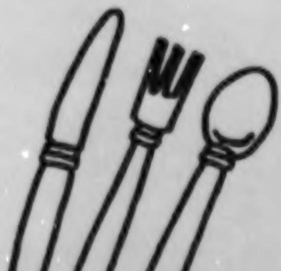


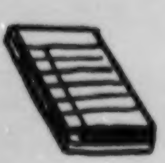


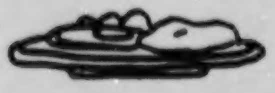












B-1 Day Care Worker

A day care worker is a person who takes care of children while their parents work. Some day care workers work in Day Care Centers. Day care centers take care of many children each day, so several day care workers work in each center. Other day care workers work in their homes. They take care of only a few children each day.

The day care worker makes sure that children are safe. He watches them play on the playground, to make sure that all of the children follow the rules. If someone gets hurt, the day care worker may put a bandaid on the child or hold the child until he stops crying.

The day care worker keeps the children interested by planning different things to do each day. He may read a book or a story to the children. Sometimes he plays games with them. He plans art activities, so the children can color, draw and paint. He tries to make each child feel proud of the work she has done. Once in a while, the day care worker uses a projector to show the children a movie.

Children usually eat at least one meal at the day care center. The day care worker must learn about what foods children should eat. He also helps them choose snacks that are good for them.

The day care worker spends his whole day taking care of other people's children. He must like children very much, and he must learn to care for many different kinds of children.

B-1 Day Care Worker Classifying

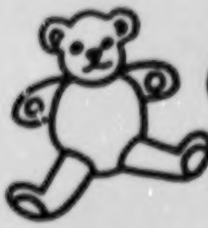
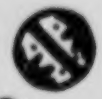
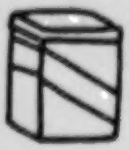
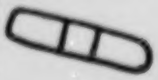
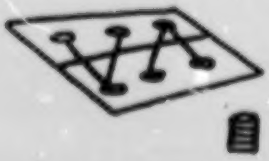
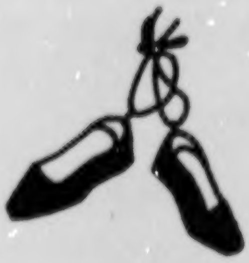
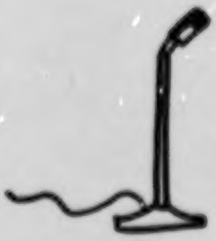
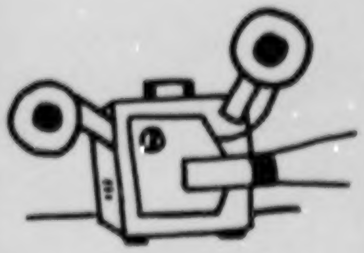
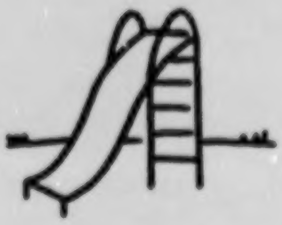
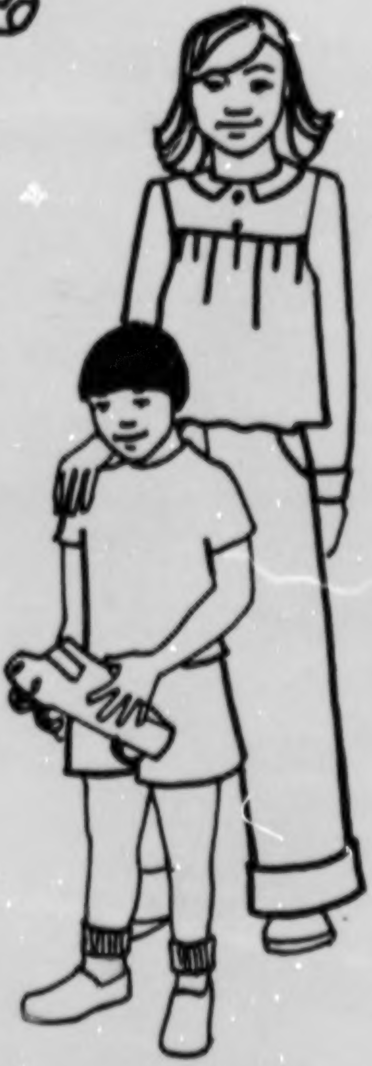
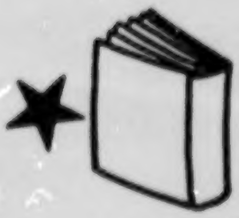
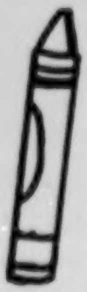
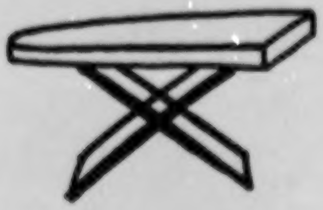
This page shows a day care worker with many tools. Some tools a day care worker would use; other tools are not a day care worker's tools.

Look at the tool by the star. What is it called? (book) Is a book something that a day care worker might use? (yes) Draw a circle around the book.

Continue in the same manner for the remaining pictures, clockwise from book: projector, toys, bandaids, game, slide, crayon.

Direct the students to cross out those tools not used by day care workers. (dancing shoes, microphone, ironing board)

Draw a circle around those tools used by a day care worker. Put an X on those tools not used by a day care worker.

B-1 Day Care Worker Outdoors

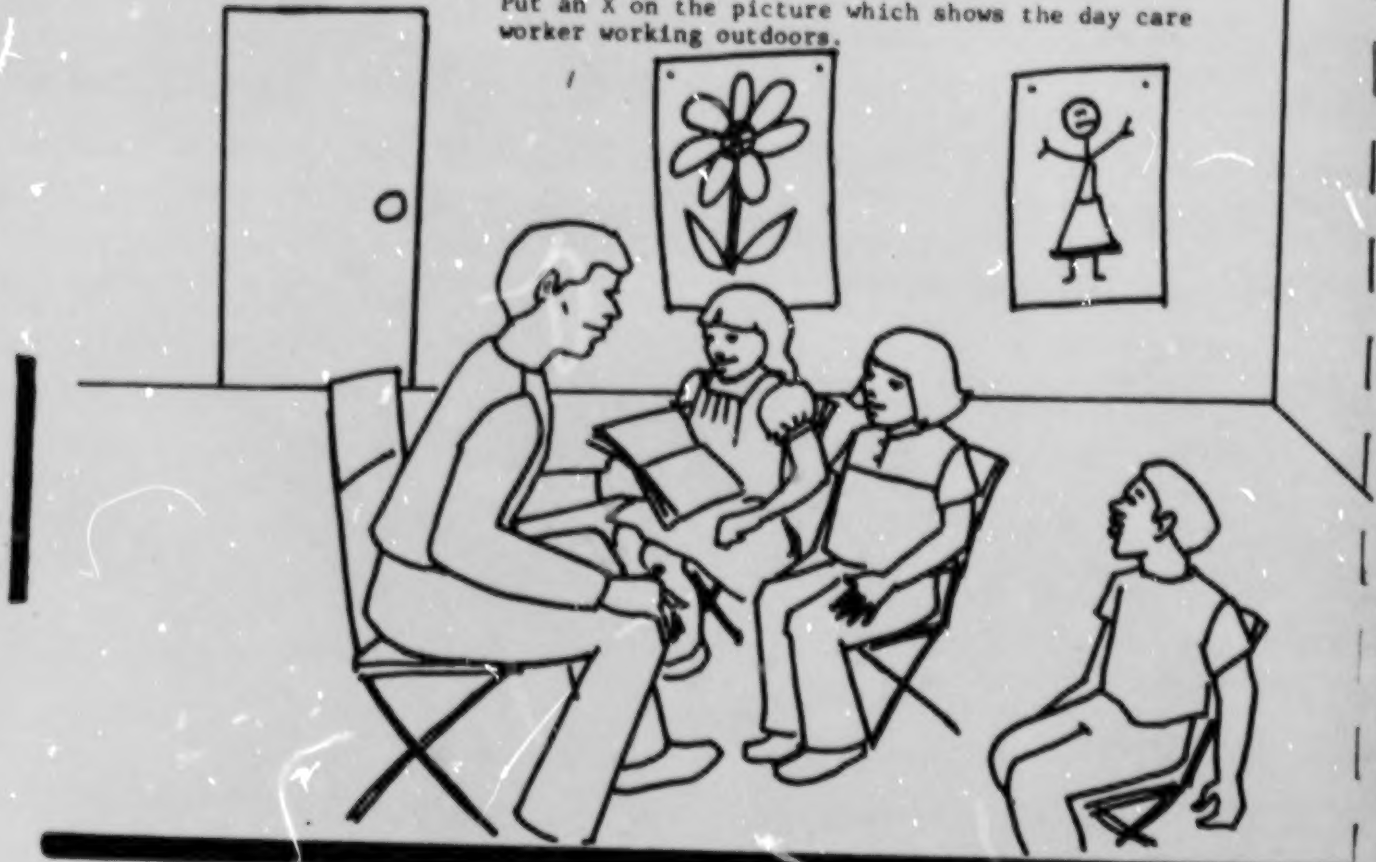
The picture at the top of your page shows a day care worker reading to a group of children. The bottom picture shows the day care worker playing ball with the children.

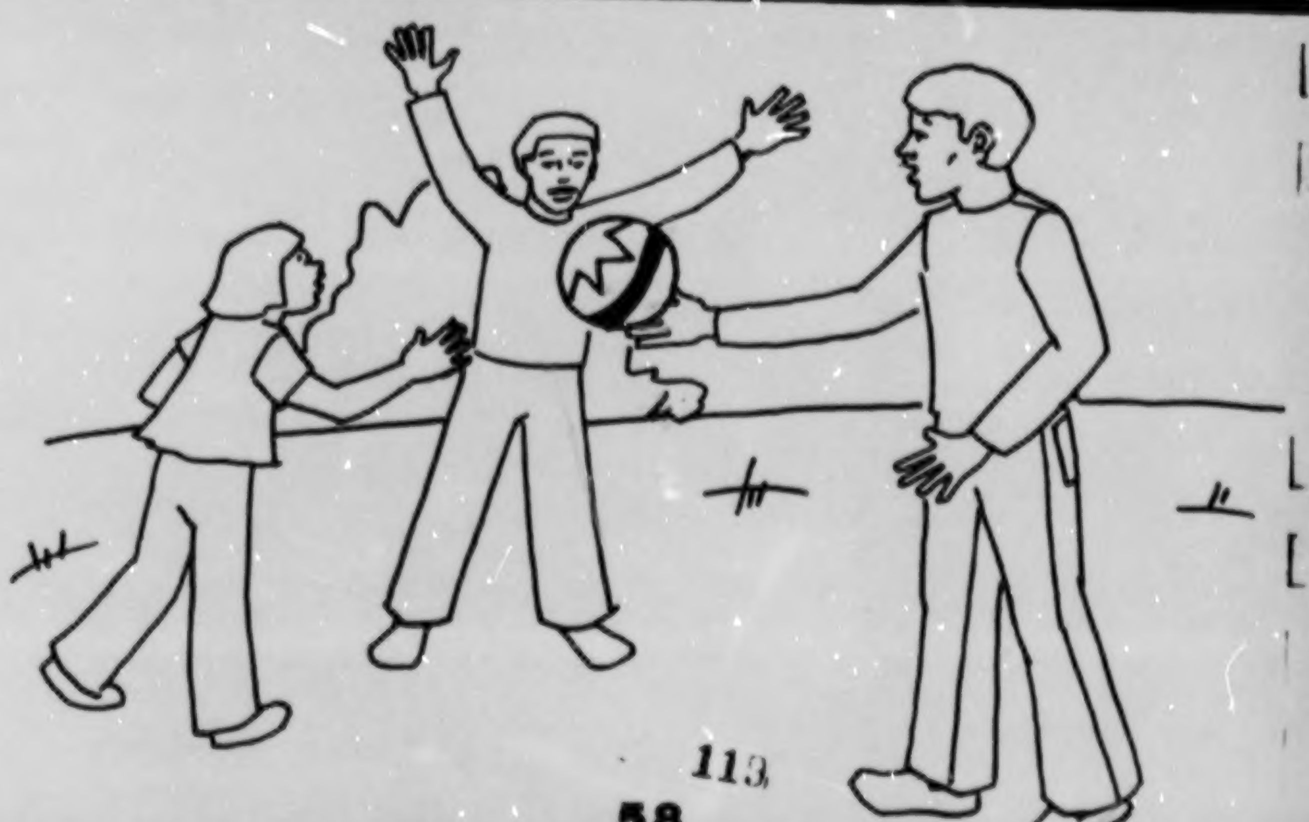
Put an X on the picture which shows the day care worker working outdoors.

COMMENTS:

58T

Put an X on the picture which shows the day care worker working outdoors.





These boxes show some of the day care worker's tools. Look at the first row of boxes. What is pictured in the first row? (slides) How are the pictures different? (size) Put an X on the smallest slide.

Continue in same manner with:

bandaid

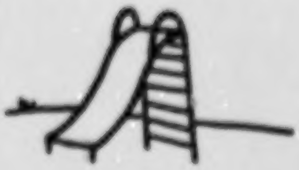
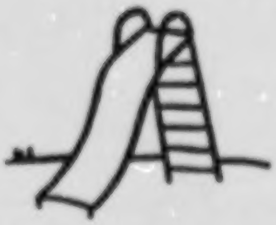
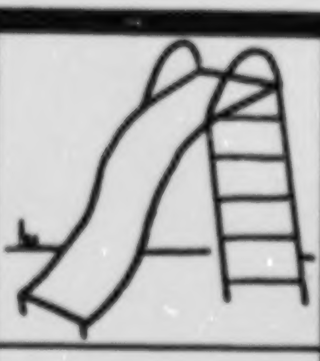
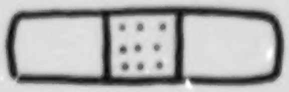
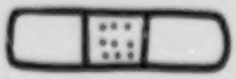
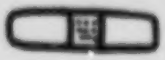
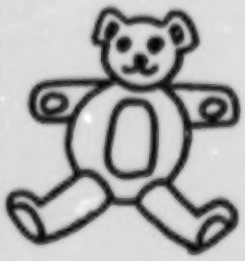
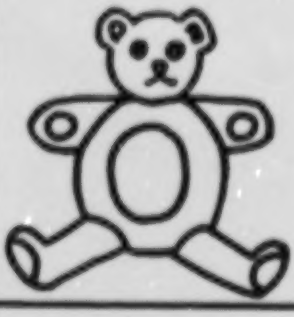
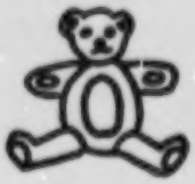
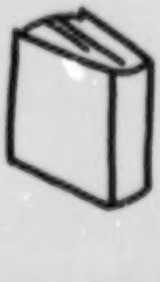
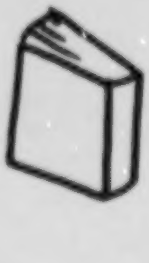
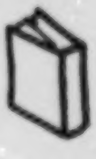
teddy bear

book

COMMENTS:

B-1 Day Care Worker Smallest

Put an X on the smallest tool in each row.

B-1 Day Care Worker Classifying

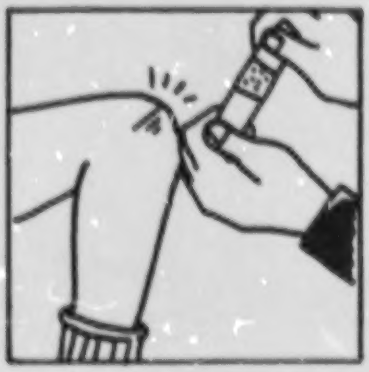
The day care worker does many jobs when he takes care of children. Look at the first picture on your page. It shows someone putting a bandaid on a hurt knee. Is this something a day care worker might do at work? (yes) Draw a circle around the picture of the day care worker putting a bandaid on the hurt knee.

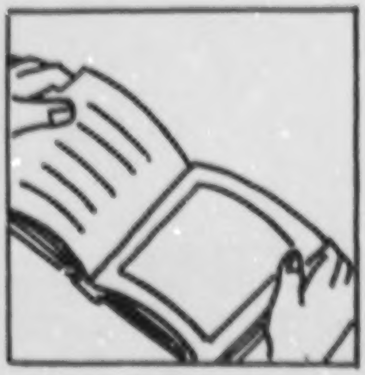
Continue with the other boxes, directing the students to put an X over the jobs a day care worker doesn't do.

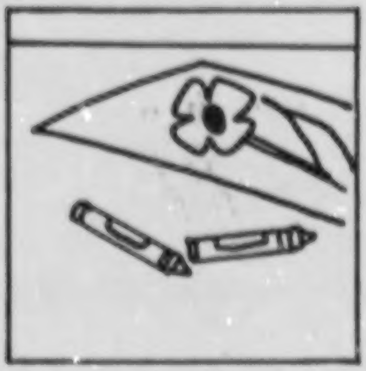
Yes	No
reading a book	
drawing pictures	putting on dancing shoe
	ironing a shirt
showing a movie	

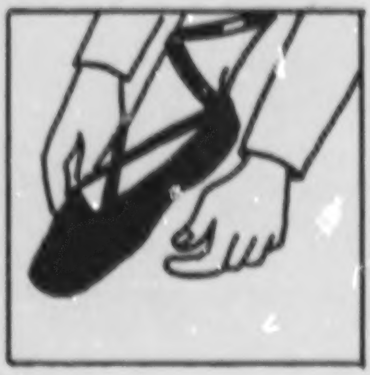
COMMENTS:

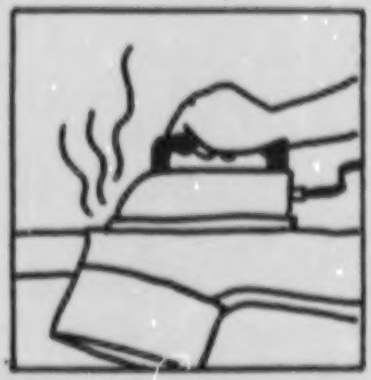
Draw a circle around the boxes that show jobs a day care worker does. Put an X on the boxes that show jobs a day care worker does not do.

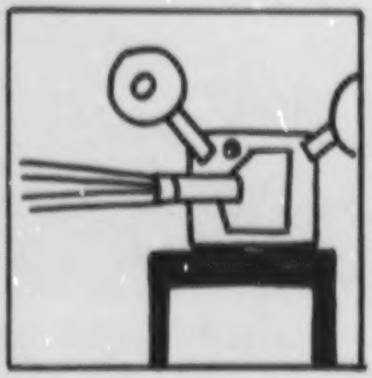










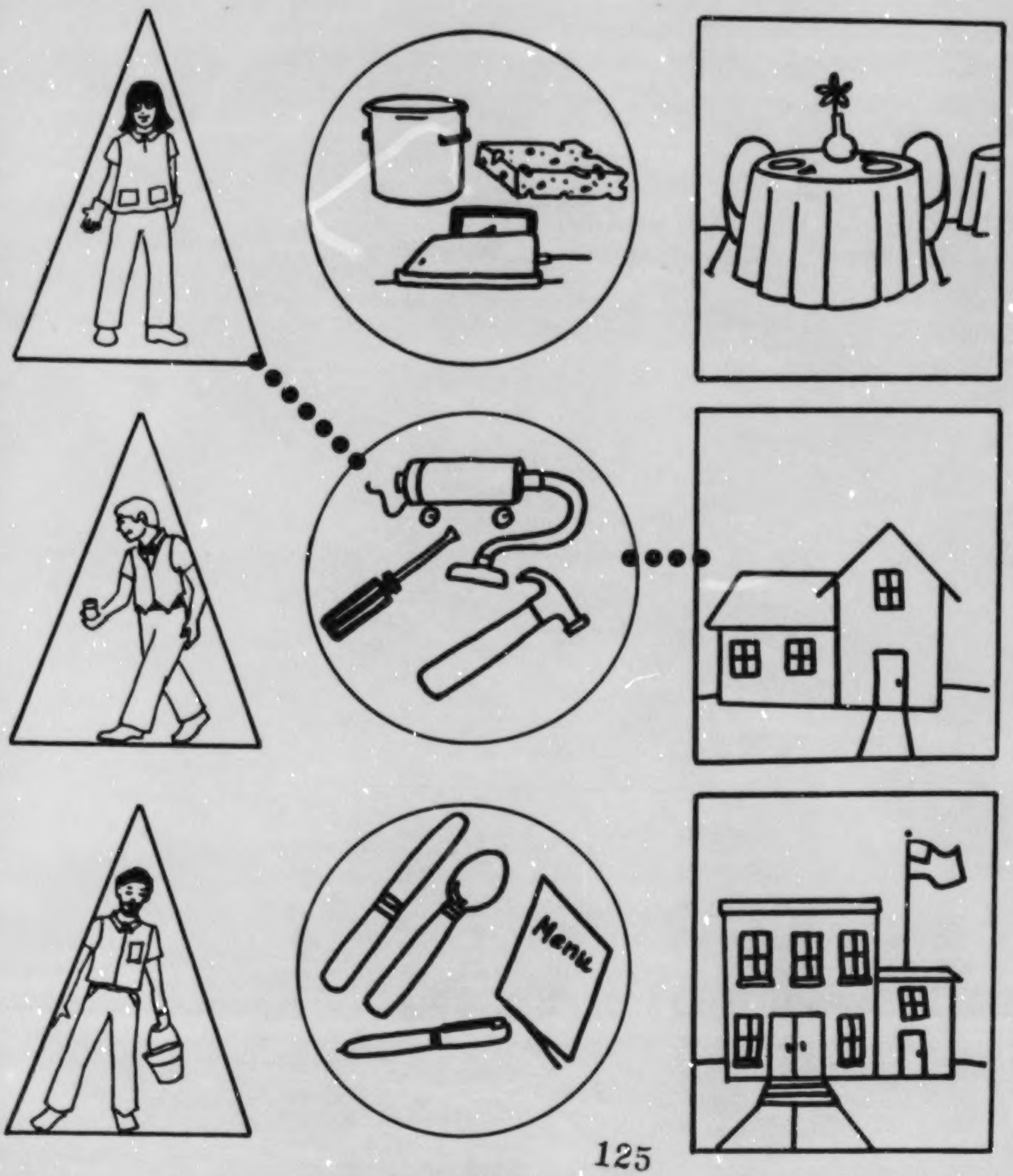


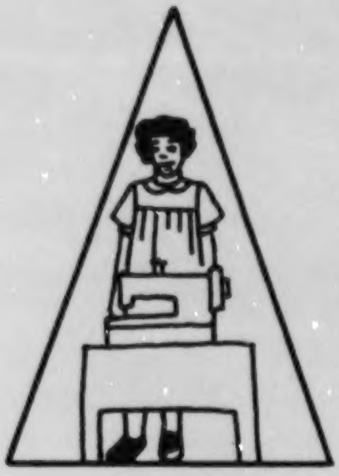
Look at the shapes on your page. Can you name the three different shapes that you see? (triangle, circle, square) In each of the triangles there is a picture of a worker. In the circles are pictures of tools. In the squares are pictures of work places. Draw a line from the picture of the worker to the circle of tools that the worker uses. Then draw a line from the tools to the place where that worker should be.

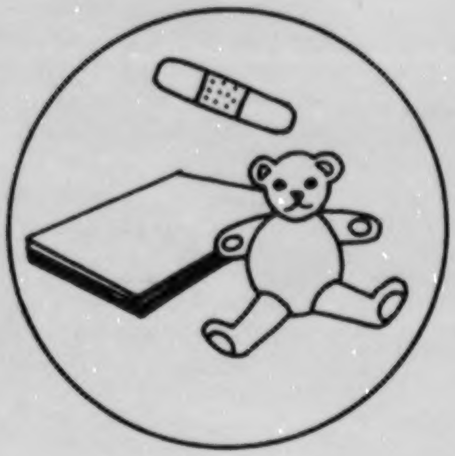
Look at the picture of the housekeeper. Trace the dotted line that goes to the housekeeper's tools. Now where does the dotted line lead? (to the house/home) Trace the dotted line to the house.

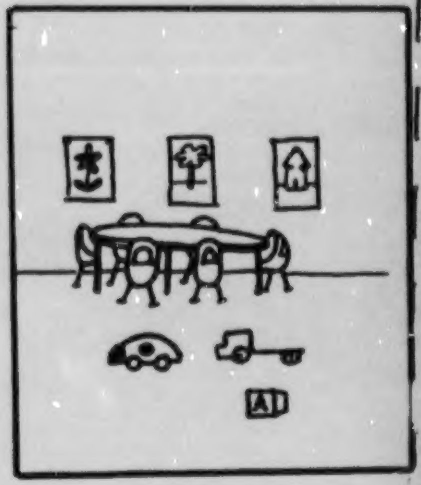
Repeat procedure for remaining workers.

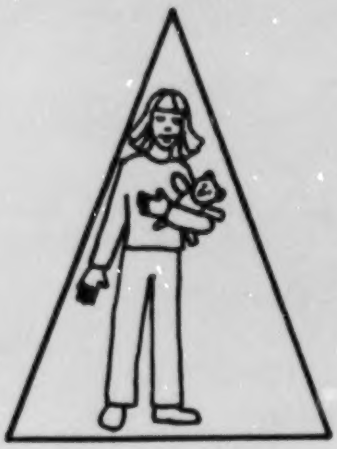
COMMENTS:

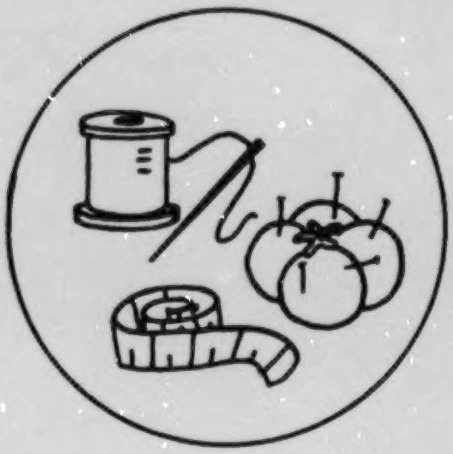

Menu

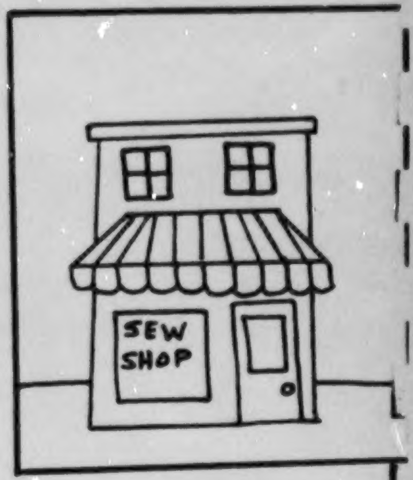











SEW
SHOP

B-1 Arts Cluster

Draw a picture of your **favorite** worker in the arts cluster. (Review options if necessary.) Include in your drawing at least one tool that the worker would use.

COMMENTS:

B-1 Arts Cluster

Draw a picture of your favorite worker in the arts cluster. Include in your drawing at least one tool that the worker would use.

B-1 Homemaking Cluster

Draw a picture of your favorite worker in the homemaking cluster. (Review options if necessary.) Include in your drawing at least one tool that the worker would use.

COMMENTS:

B-1 Homemaking Cluster

Draw a picture of your favorite worker in the homemaking cluster. Include in your drawing at least one tool that the worker would use.

B 1

Pre Post
Treatment
Control

Date________________

Please Print

Name____
Last name First name Middle Initial

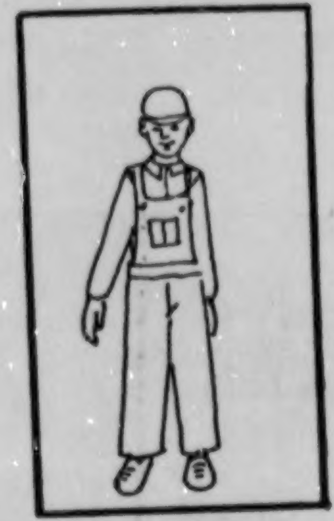
School__________________Town__________________

Age_________ Sex: Male_____Female_________

Reading level__________Instrument_____________

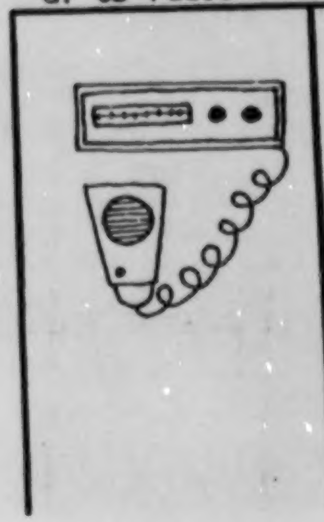
SAMPLE

This is a picture of a carpenter.

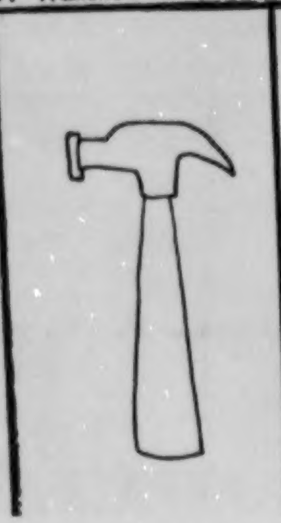


Which tool is a carpenter most likely to use at work? Put a big X on the picture of the tool you choose.

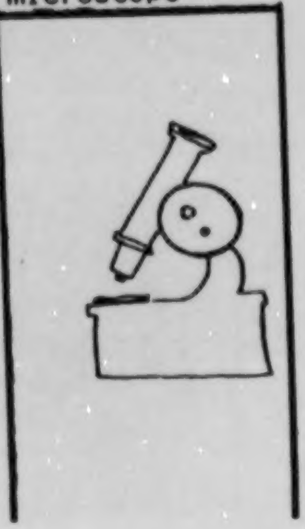
a. CB radio



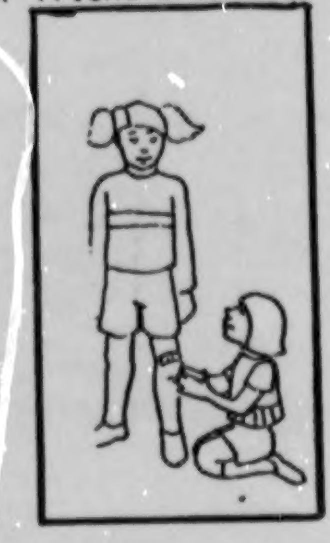
b. hammer



c. microscope

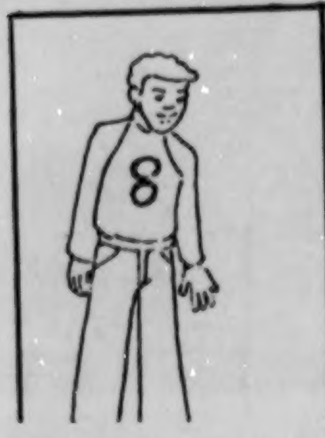


1. In this picture, a child is putting a bandaid on her friend's scraped knee.

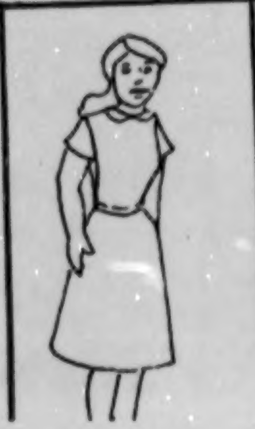


Which worker's job is most likely to include putting a bandaid on a child with a scrape? Put a big X on the picture of the worker you choose.

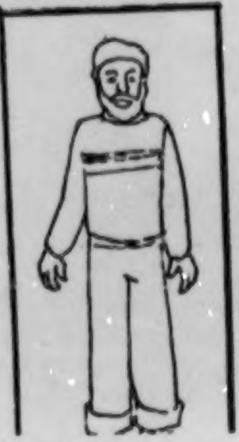
a. day-care worker



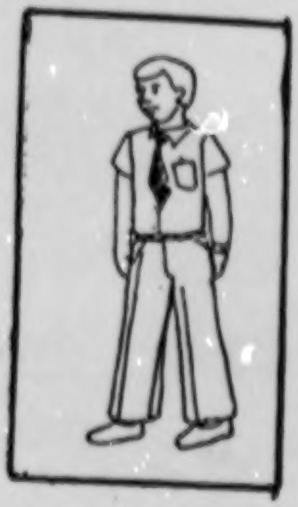
b. tailor



c. waiter

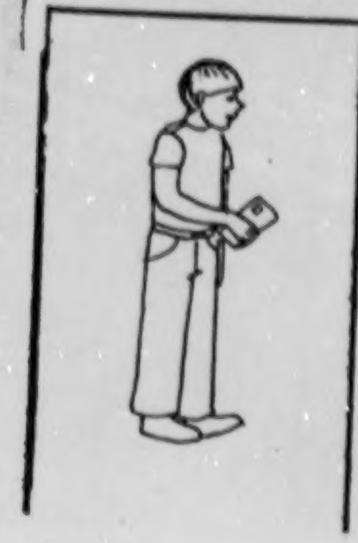


2. This is a picture of a teacher.

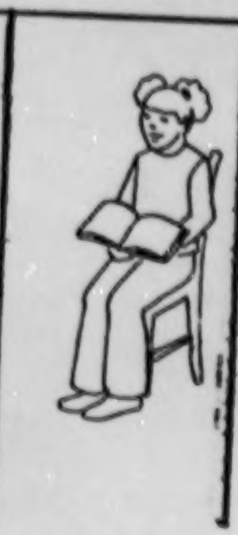


Which child is doing something a teacher usually does at work? Put a big X on the picture of the child you choose.

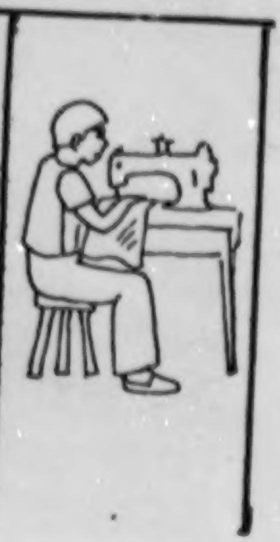
a. delivering mail



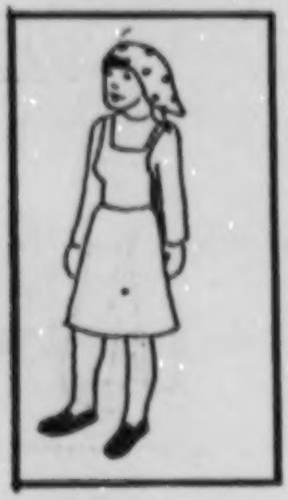
b. reading



c. sewing

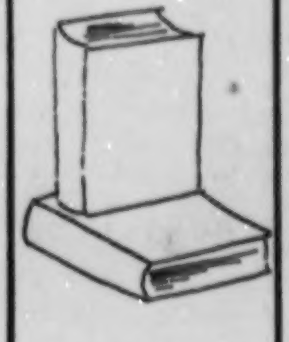


3. This is a picture of a housekeeper.

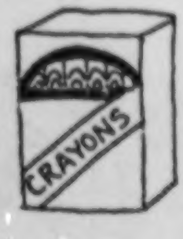


Which tool is a housekeeper most likely to use at work? Put a big X on the picture of the tool you choose.

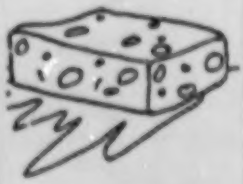
a. books



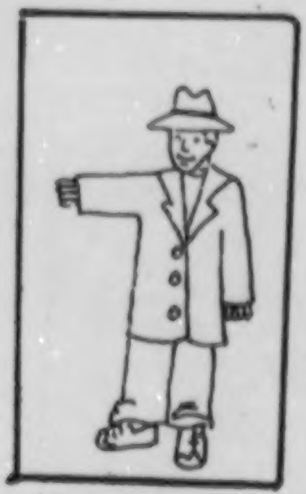
b. crayons



c. sponge

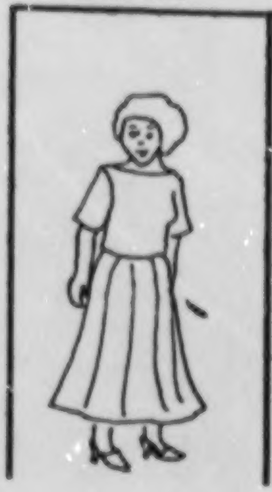


4. The child in this picture is dressed up to make people laugh.

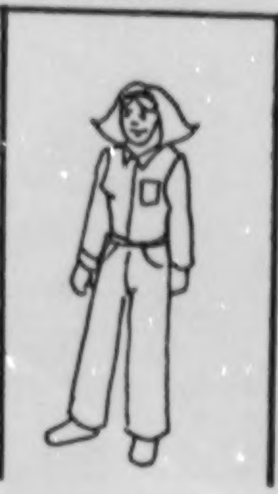


Which worker's job is most likely to include the task of making people laugh? Put a big X on the picture of the worker you choose.

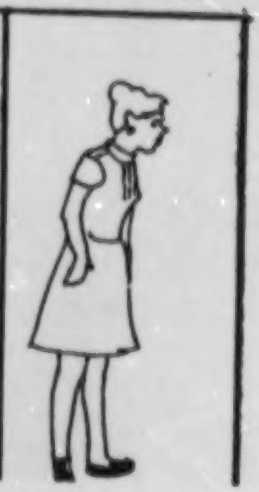
a. actress



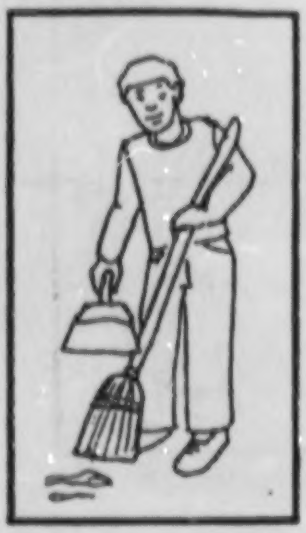
b. janitor



c. waitress

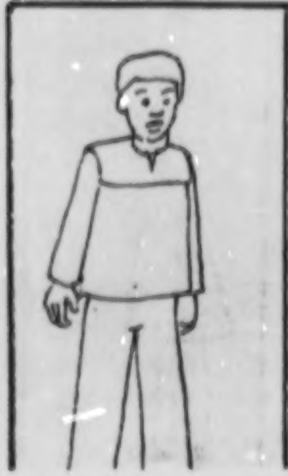


5. The child in this picture is using a broom and dustpan.

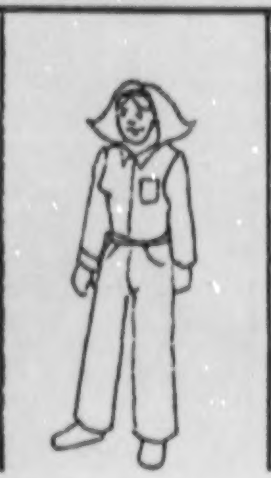


Which worker would most often use a broom and dustpan at work? Put a big X on the picture of the worker you choose.

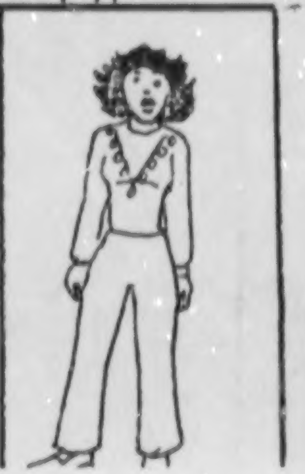
a. artist



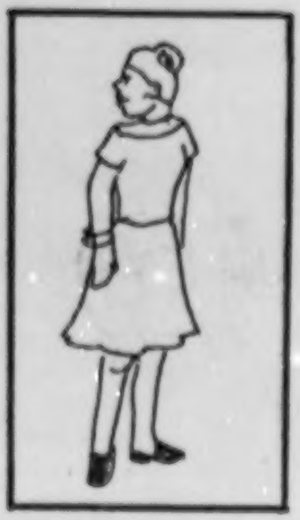
b. janitor



c. puppeteer

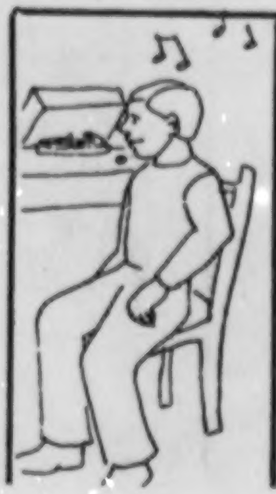


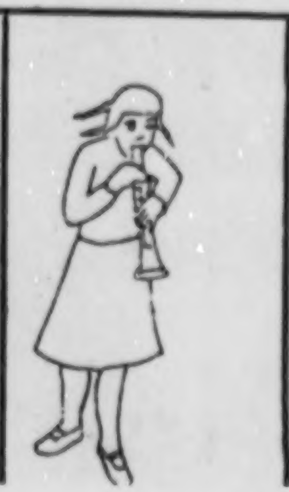
6. The worker in this picture is a dancer.

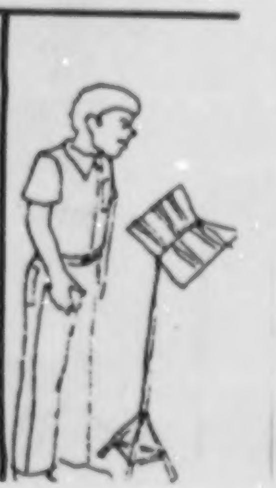


Which child is doing something a dancer is likely to do at work? Put a big X on the picture of the child you choose.

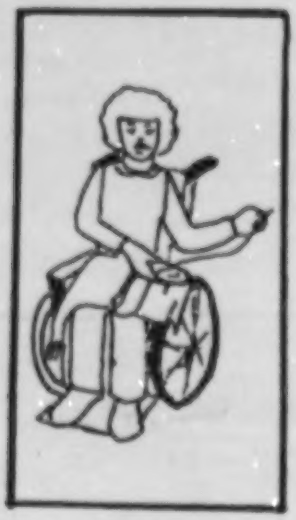
a. listening to music
b. playing an instrument
c. reading sheet music





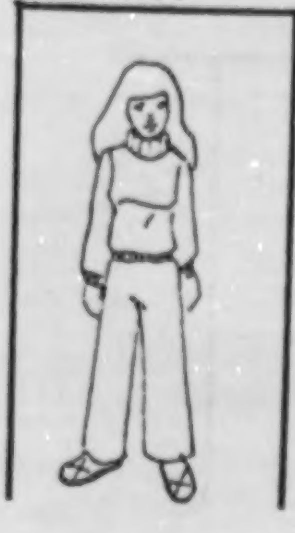


7. The child in this picture is sewing.

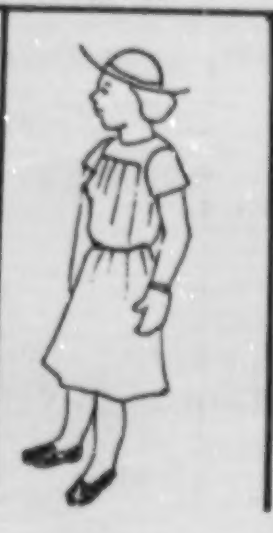


Which worker's job is most likely to include sewing? Put a big X on the picture of the worker you choose.

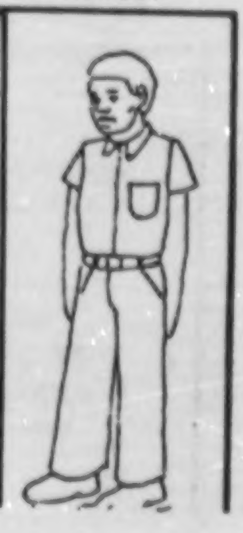
a. artist



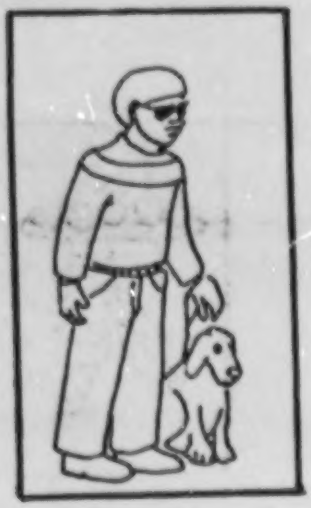
b. day care worker



c. tailor

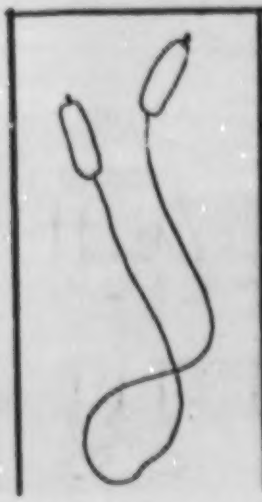


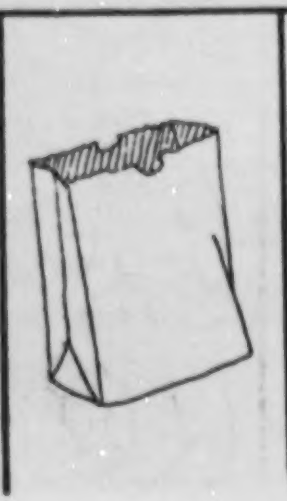
8. The worker in this picture is a puppeteer.

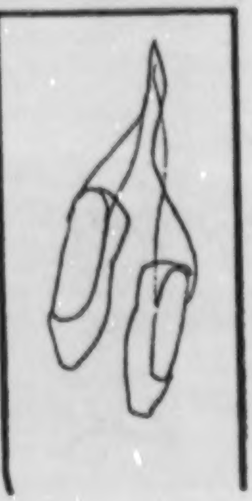


Which tool is a puppeteer most likely to use at work? Put a big X on the picture of the tool you choose.

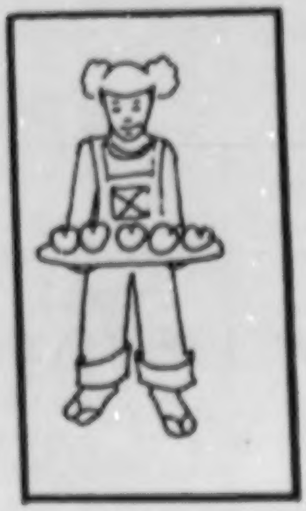
a. jump rope b. paper bag c. shoes





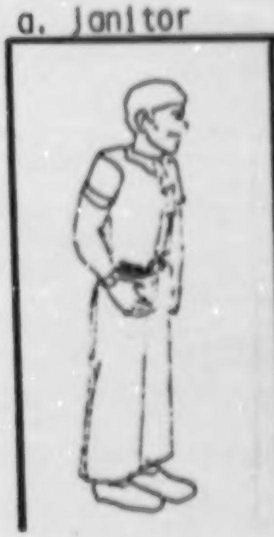


9. The child in this picture is serving food.

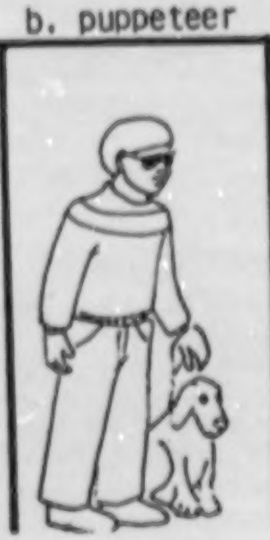


Which worker's job is most likely to include the task of serving food? Put a big X on the picture of the worker you choose.

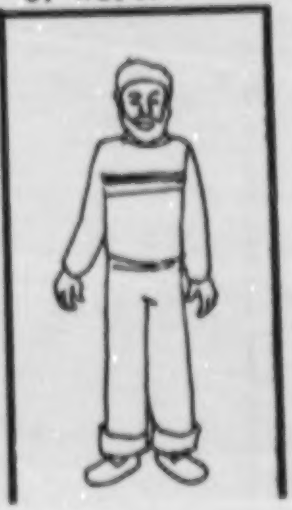
a. janitor



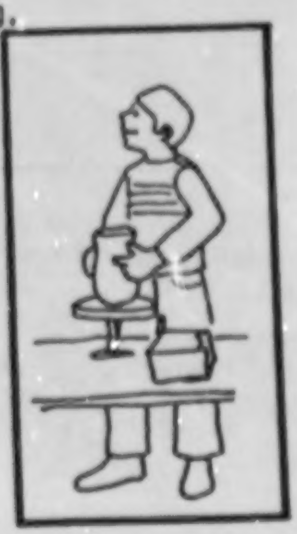
b. puppeteer



c. waiter

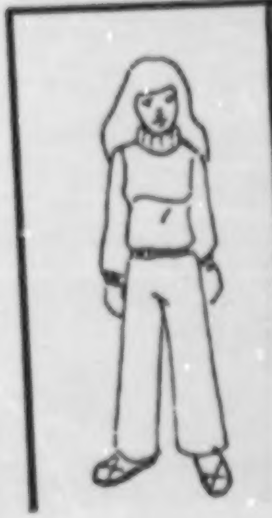


10. The child in this picture is using clay to make a jug.

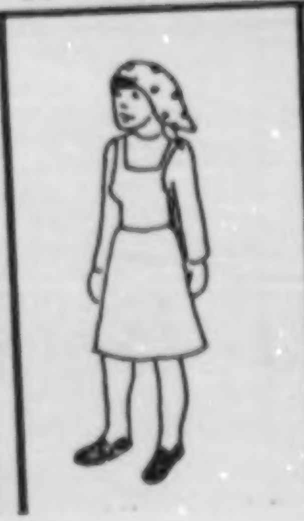


Which worker's job most likely includes the task of using clay to make a jug? Put a big X on the picture of the worker you choose.

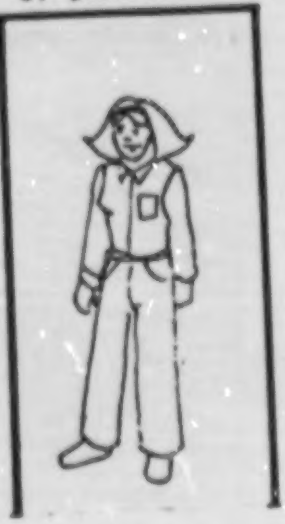
a. artist



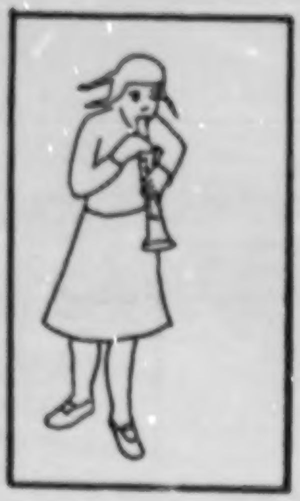
b. housekeeper



c. janitor

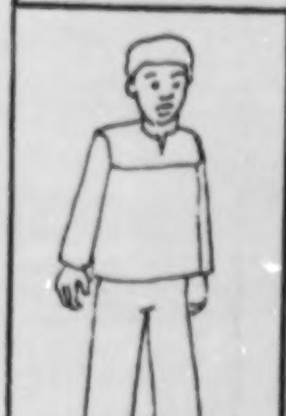


11. The child in this picture is playing an instrument.

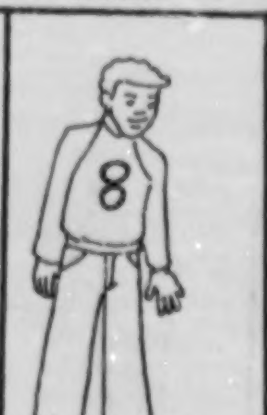


Which worker's job is most likely to include the task of playing an instrument? Put a big X on the picture of the worker you choose.

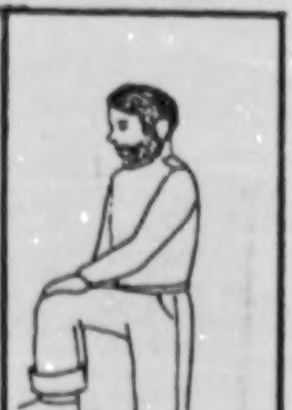
a. artist



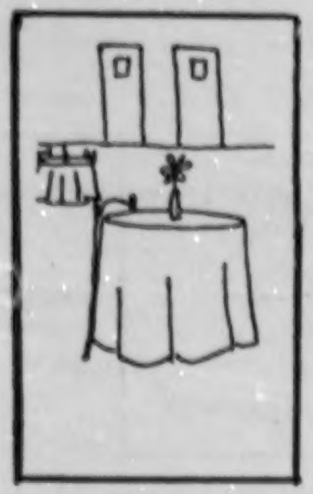
b. day care worker



c. musician

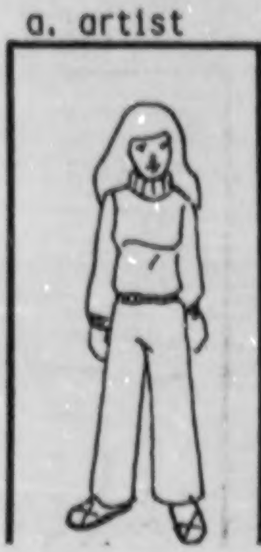


12. This is a picture of the inside of a restaurant.

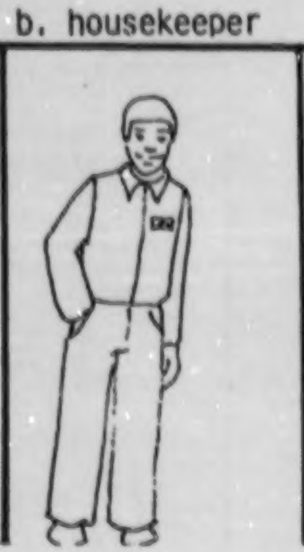


Which worker would most likely be found working in a restaurant? Put a big X on the picture of the worker you choose.

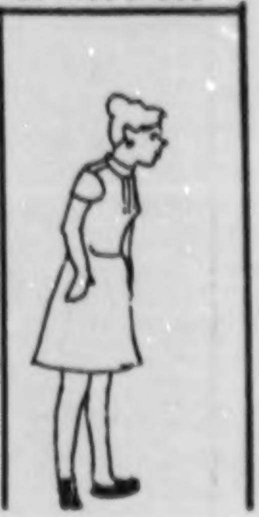
a. artist



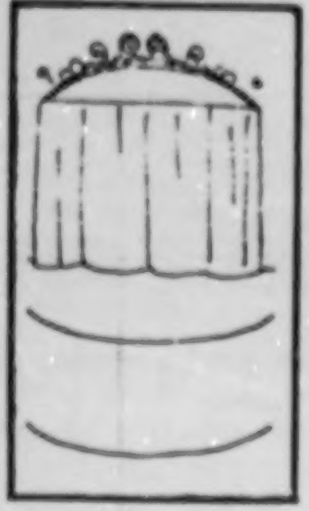
b. housekeeper



c. waitress

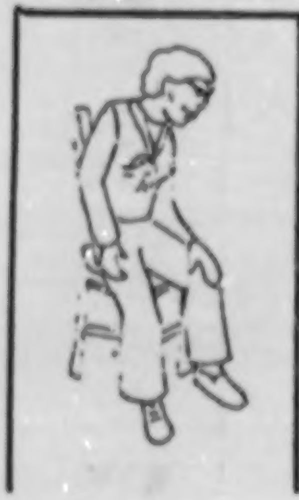


13. This is a picture of a stage.

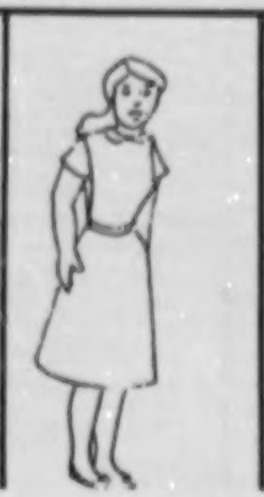


Which worker is most likely to be found working on a stage? Put a big X on the picture of the worker you choose.

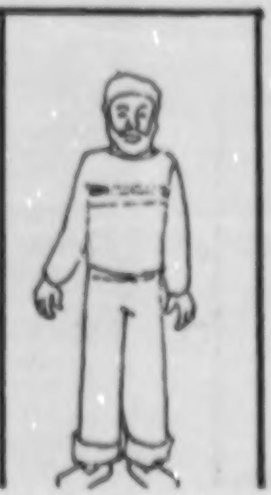
a. musician



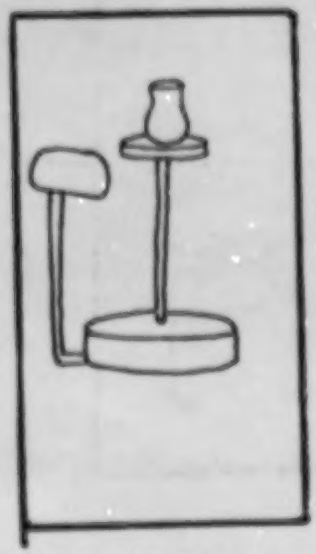
b. tailor



c. waiter

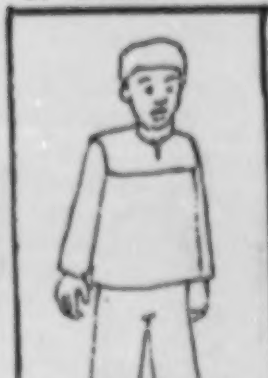


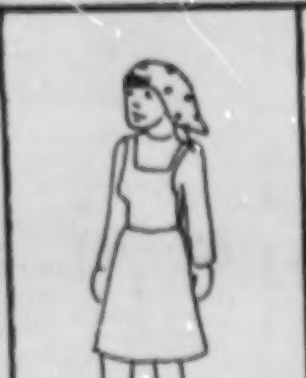
14. This is a picture of a potter's wheel.

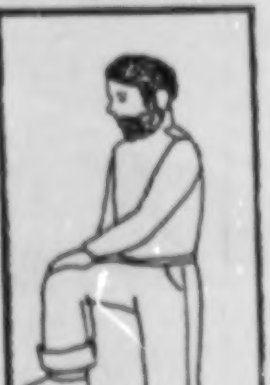


Which worker is most likely to use a potter's wheel at work? Put a big X on the picture of the worker you choose.

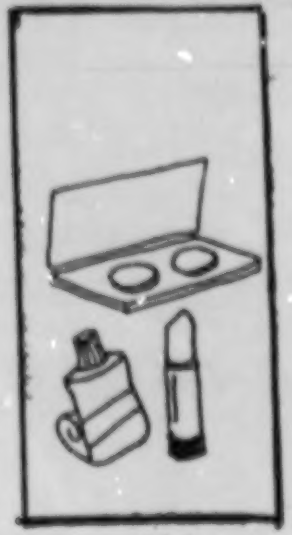
a. artist b. housekeeper c. musician





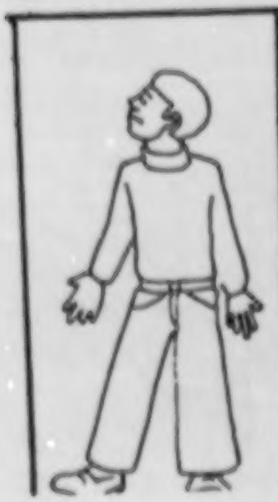


15. This is a picture of some make-up.

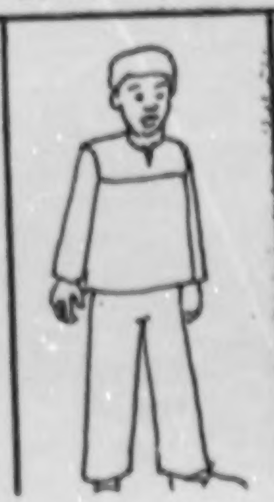


Which worker is most likely to use make-up at work? Put a big X on the picture of the worker you choose.

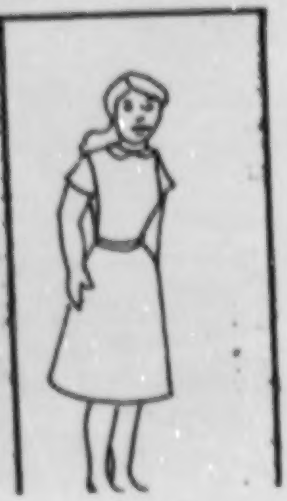
a. actor



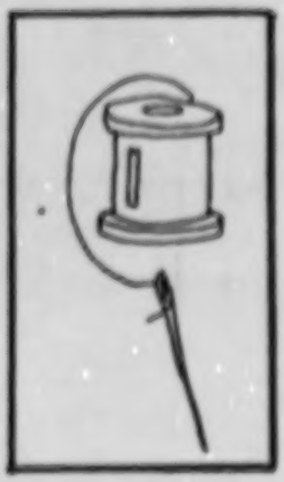
b. artist



c. tailor

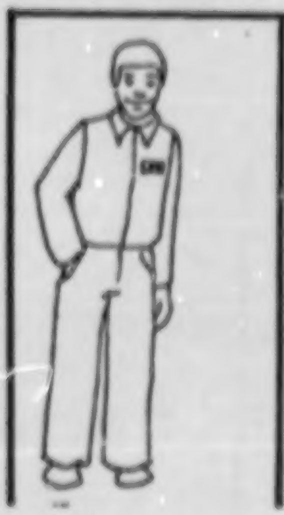


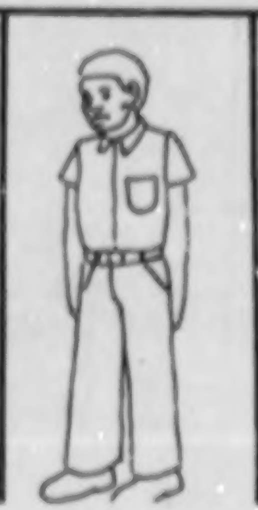
16. This is a picture of a needle and thread.

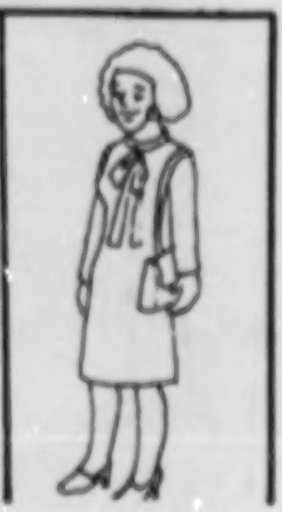


Which worker must have a needle and thread in order to work? Put a big X on the picture of the worker you choose.

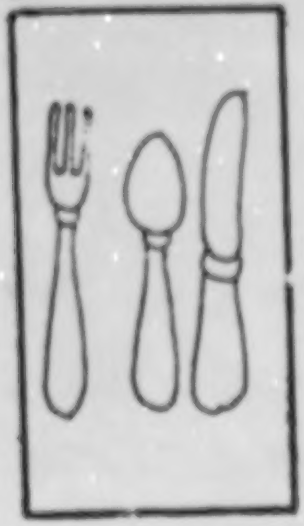
a. housekeeper b. tailor c. teacher







17. This is a picture of a fork, a spoon and a knife.



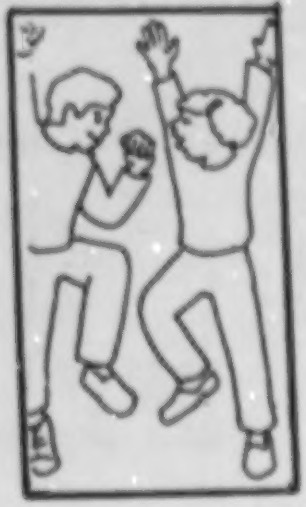
Which worker is most likely to use a fork, a spoon, and a knife at work? Put a big X on the picture of the worker you choose.

a. janitor

b. puppeteer

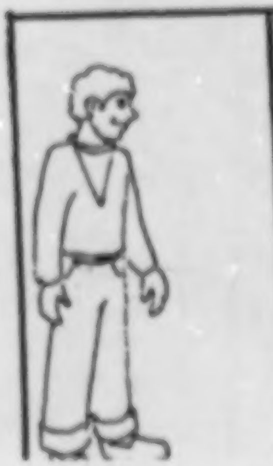
c. waiter

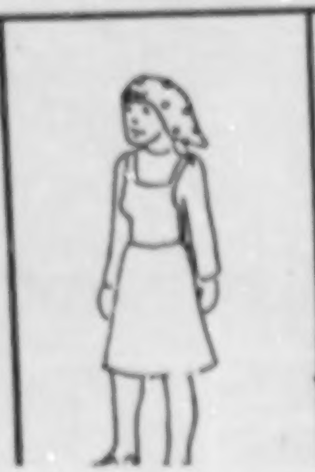
18. These children are jumping high in the air because they are happy and excited.

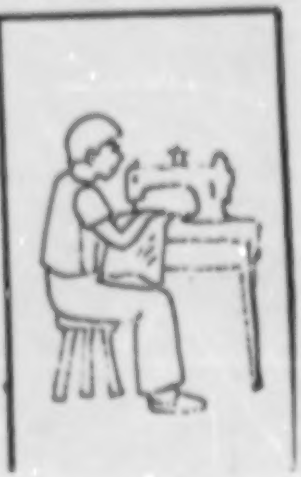


Which worker's job includes using body movement to show feelings? Put a big X on the picture of the worker you choose.

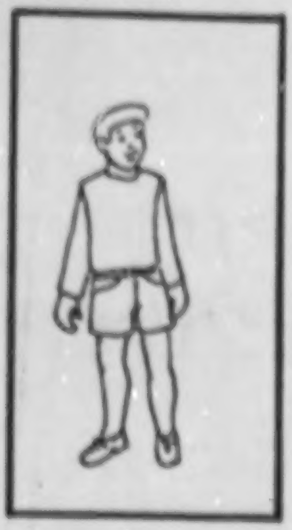
a. dancer b. housekeeper c. tailor





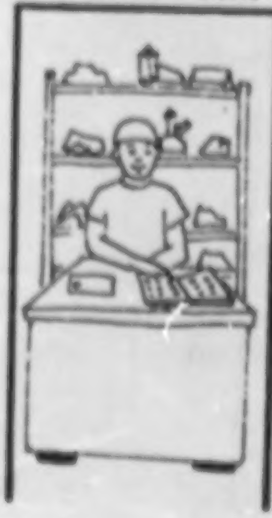


9. The child in this picture values doing things with friends.

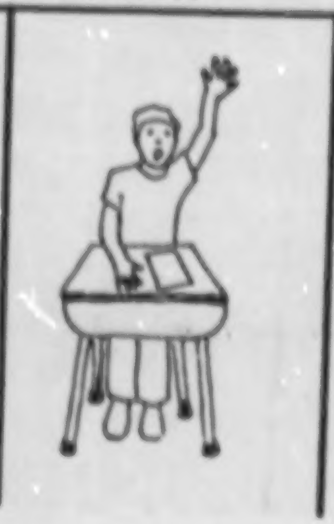


Which child will he most likely choose to sit beside in school? Put a big x on the picture of the child you choose.

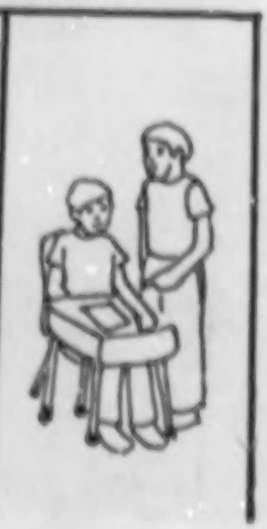
a. collects stamps & rocks



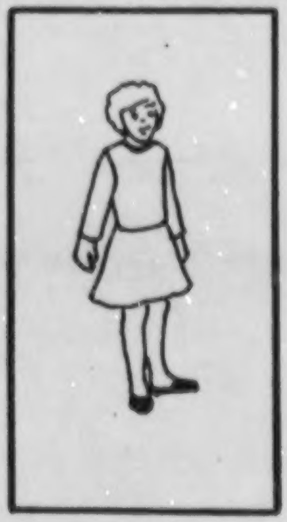
b. likes to learn about new things in school.



c. offers to help others with school work.

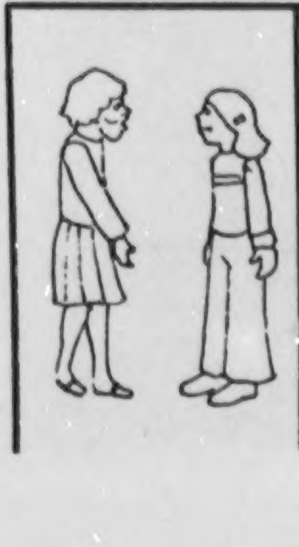


20. The child in this picture has the goal of putting on a puppet show.

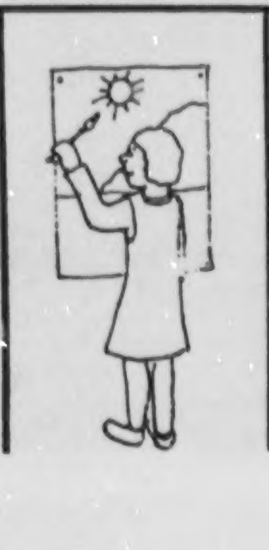


What is most likely the first thing she should do? Put a big X on the picture you choose.

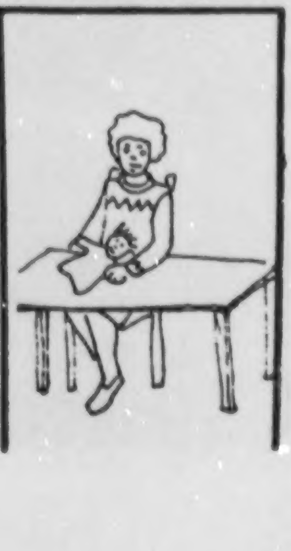
a. ask for help from a friend who put on a puppet show last year.



b. draw & paint scenery



c. make puppets



Student Activities

B1-DMGA-1

The Story of Lorenzo/El Cuento de Lorenzo

ARTS & HUMANITIES
HOMEMAKING

BEST COPY AVAILABLE

Directions:

Read story.

Materials:

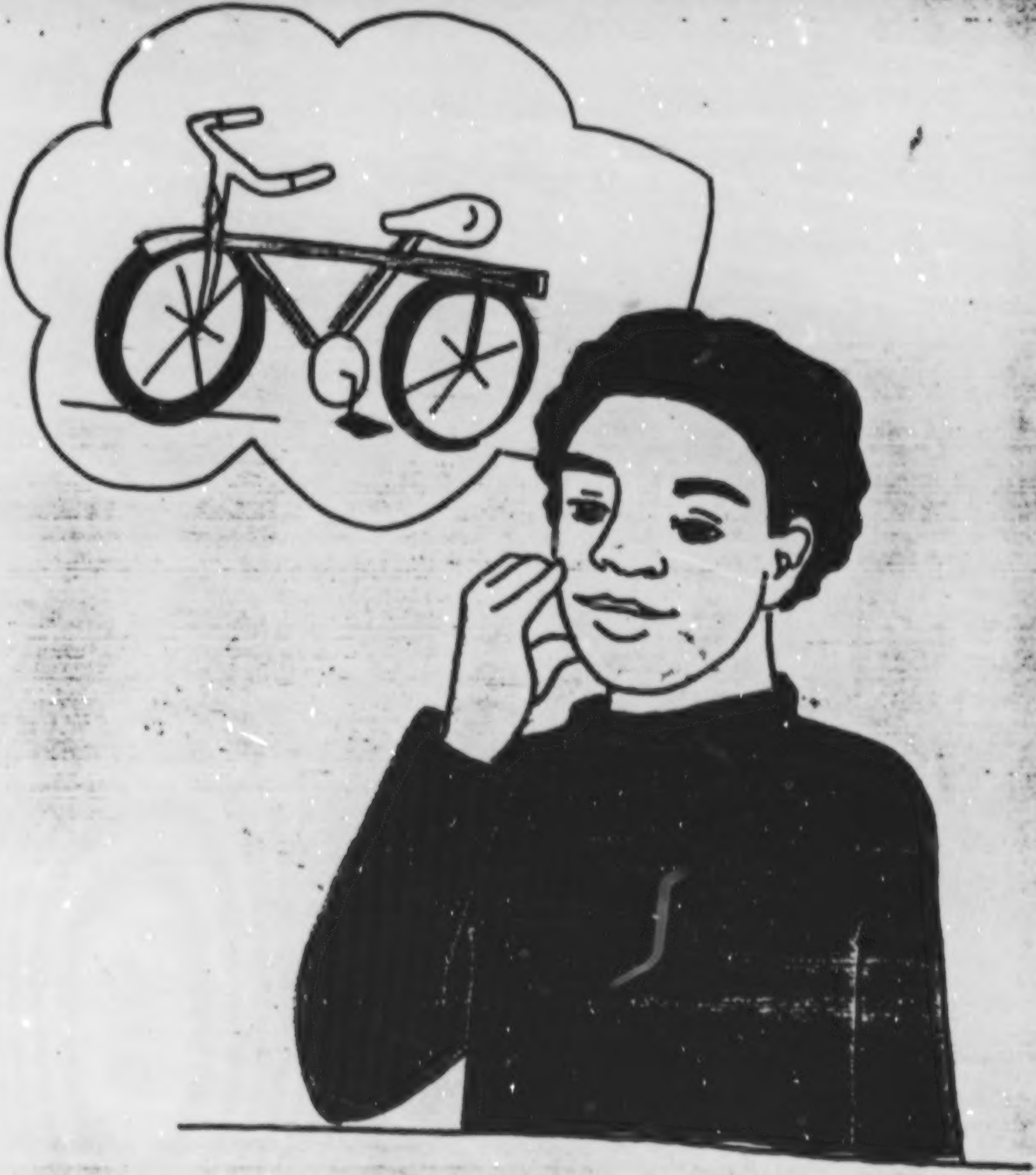
Included:
Illustrated story

Needed:
None

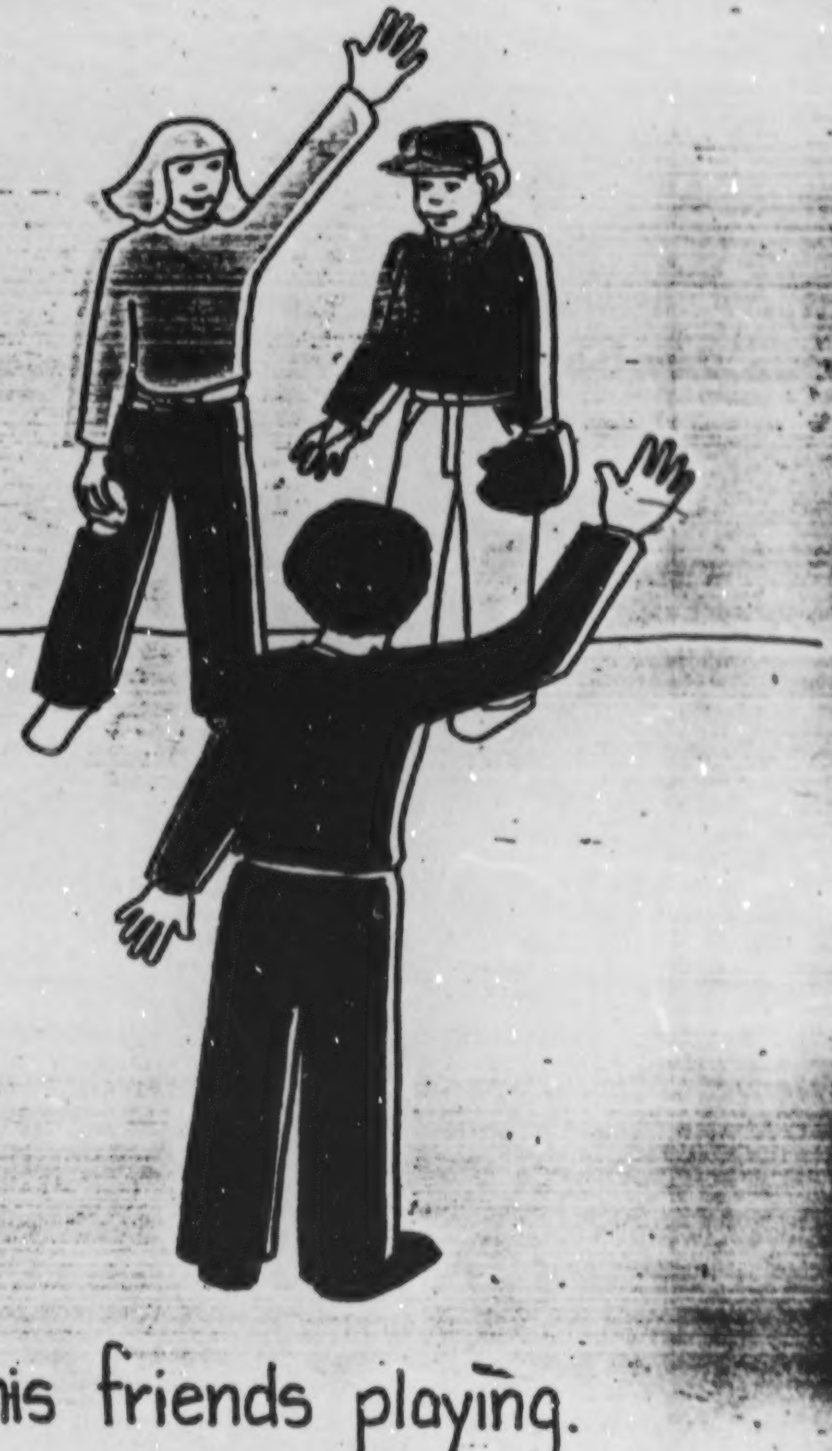
[1983]

The Story of Lorenzo

El Cuento de Lorenzo

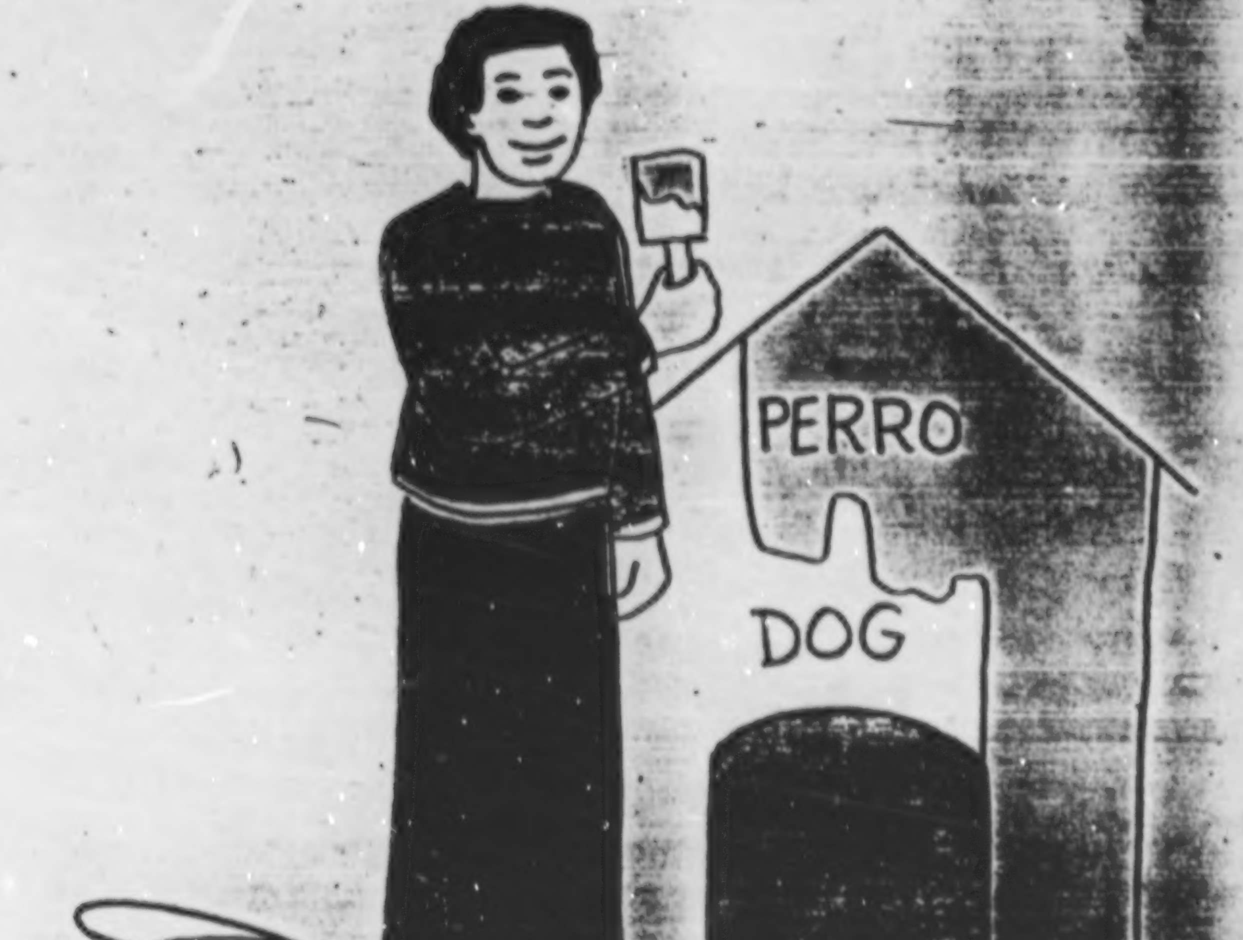


Lorenzo wishes he had a bicycle.
Lorenzo desea una bicicleta.

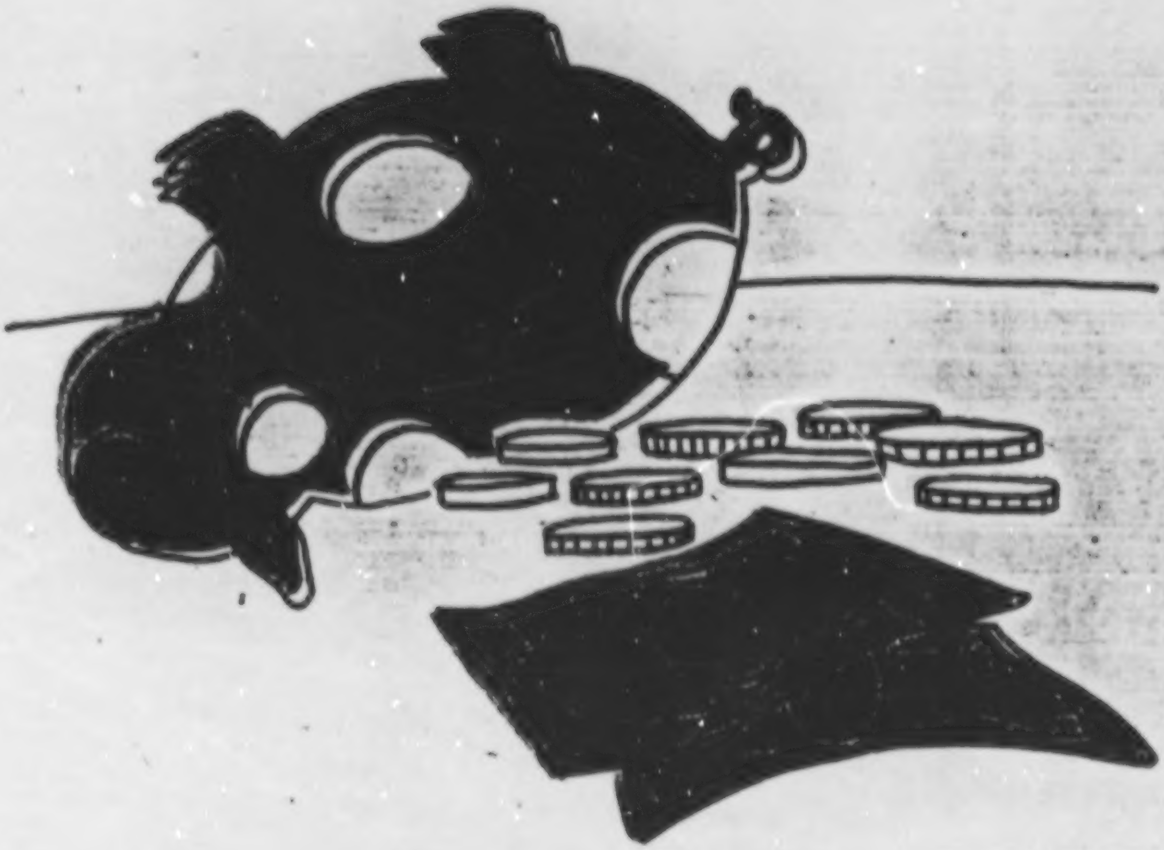


He sees his friends playing.
El ve a sus amigos jugar.

4

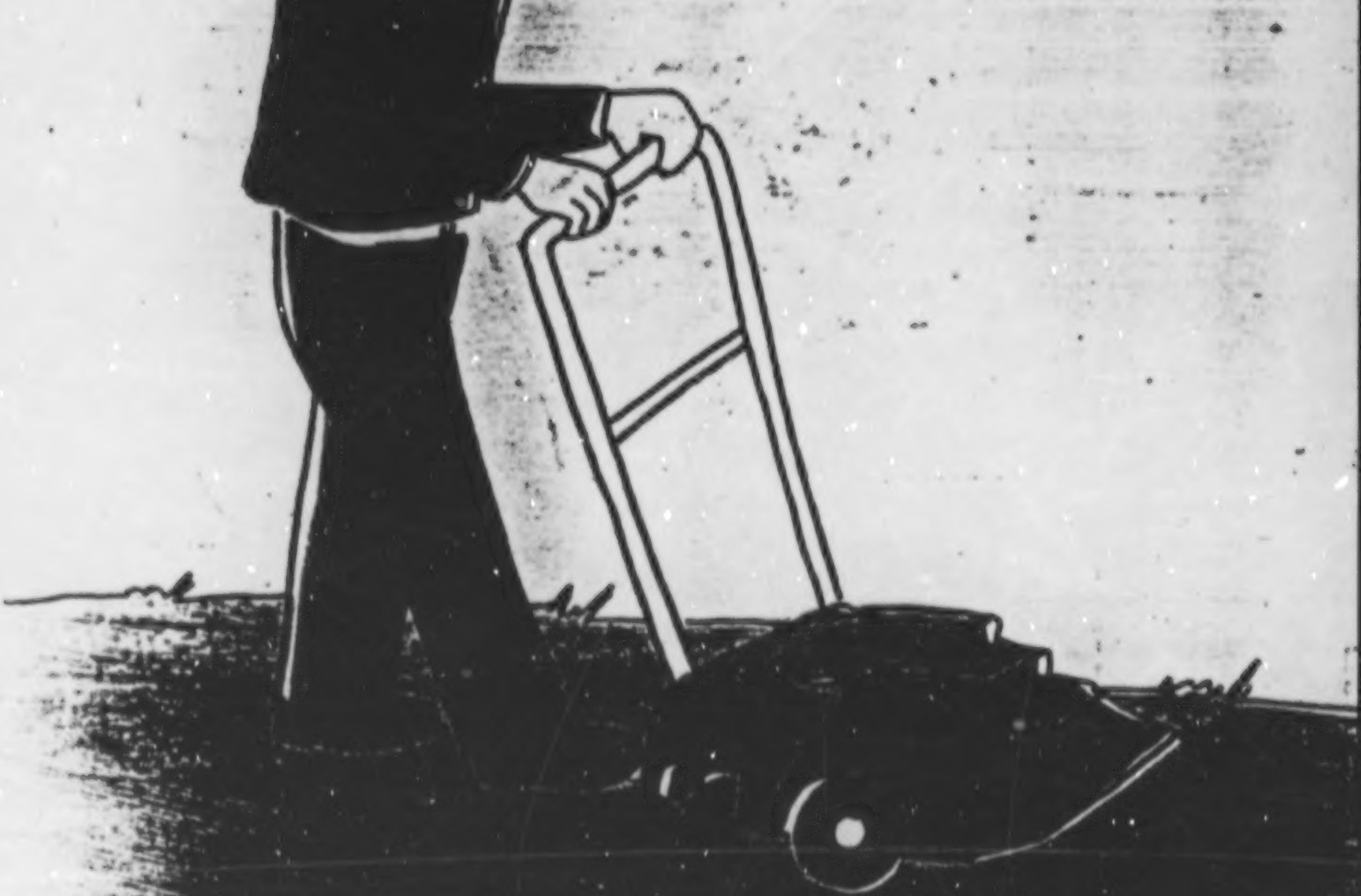


Lorenzo works as his friends play.
Lorenzo trabaja mientras sus amigos juegan



Lorenzo counts his money. He almost has enough for the bicycle.

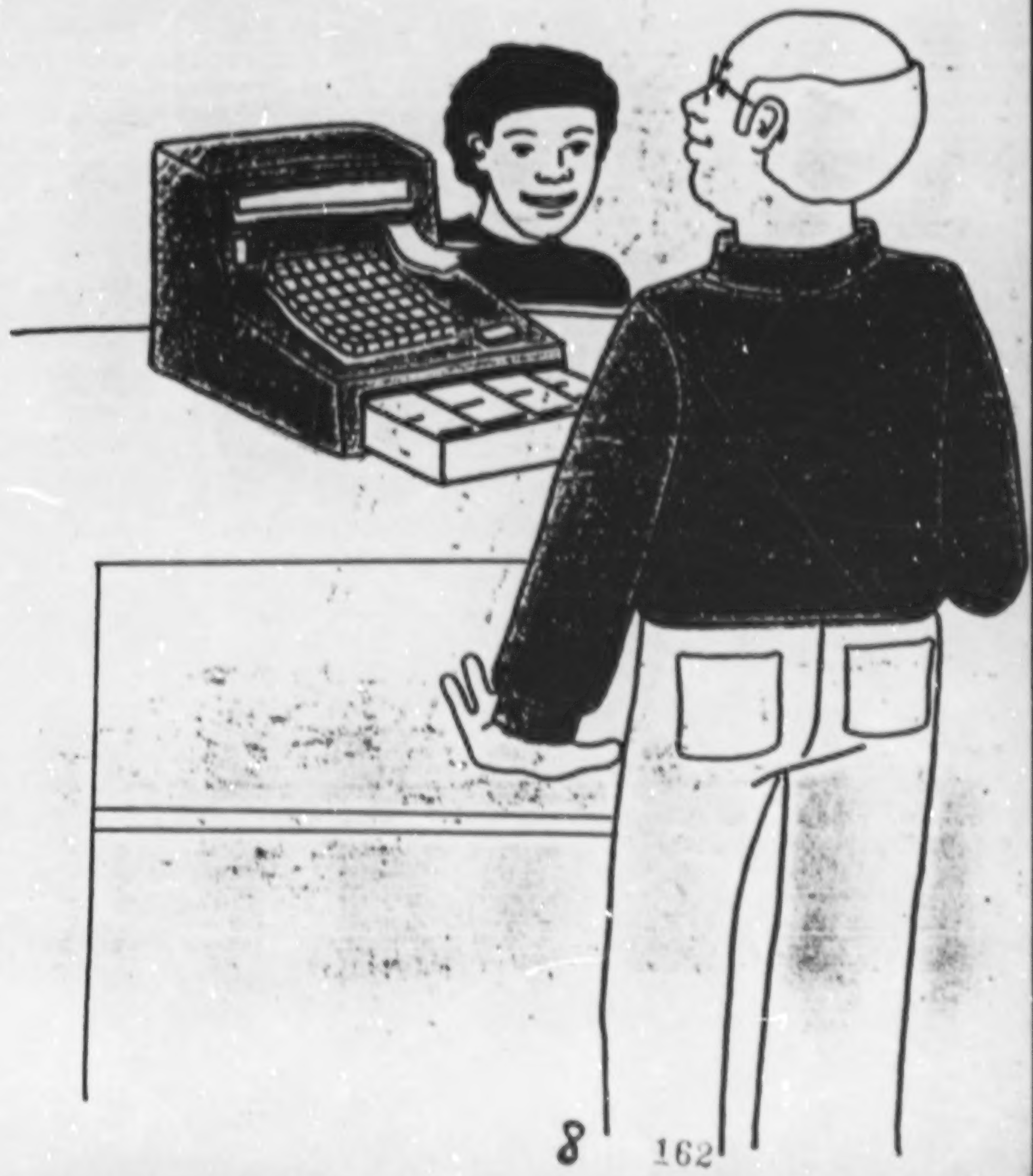
Lorenzo cuenta su dinero. Tiene casi lo suficiente para la bicicleta.



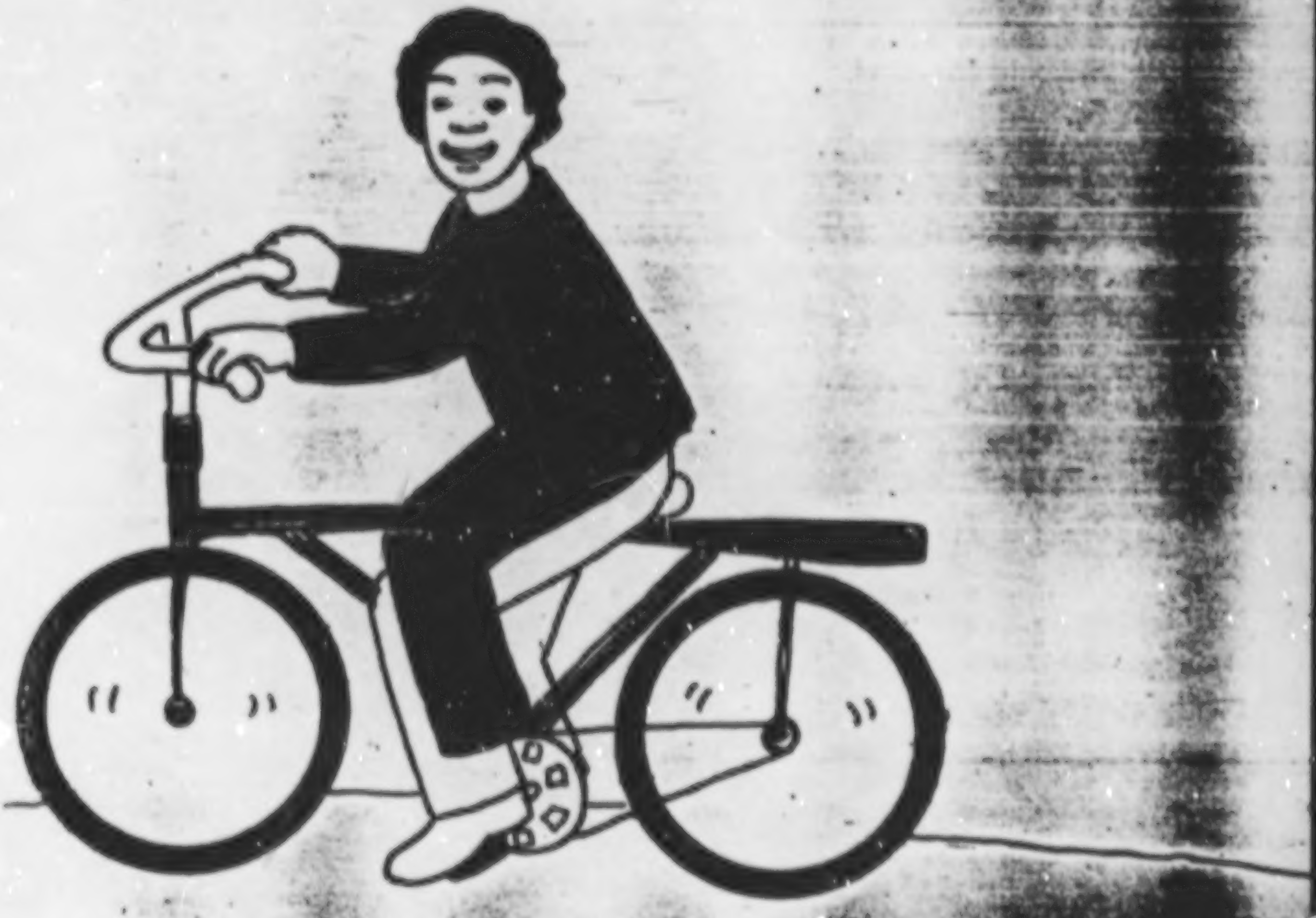
Lorenzo mows lawns.
Lorenzo corta césped

Finally he has enough money to buy the bicycle.

Por fin tiene suficiente para comprar la bicicleta.



Does Lorenzo look happy?
¿Parece contento Lorenzo?



The End
Fin

B1-DMGA-2

Clothing Choices

ARTS & HUMANITIES
HOMEMAKING

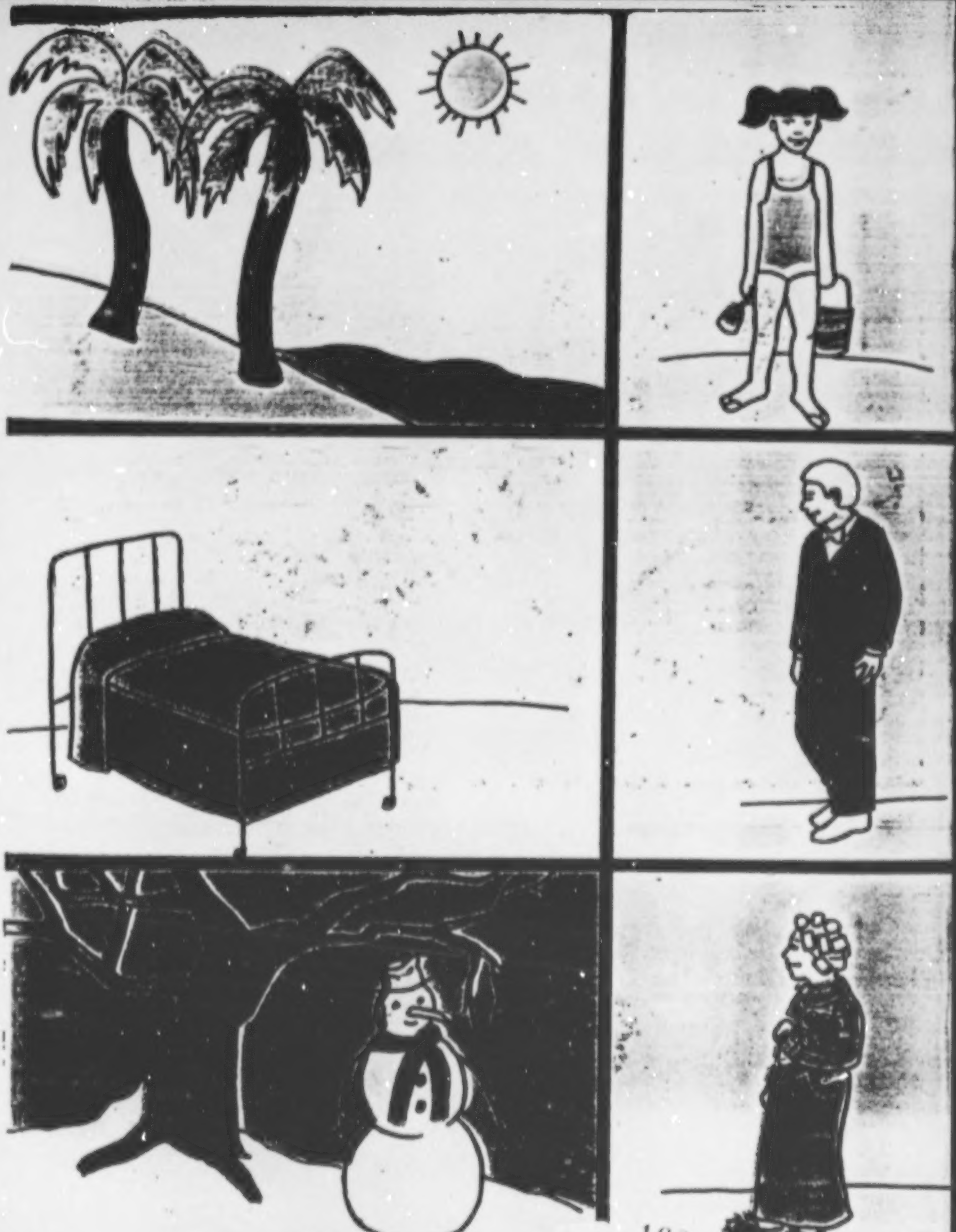
Directions:

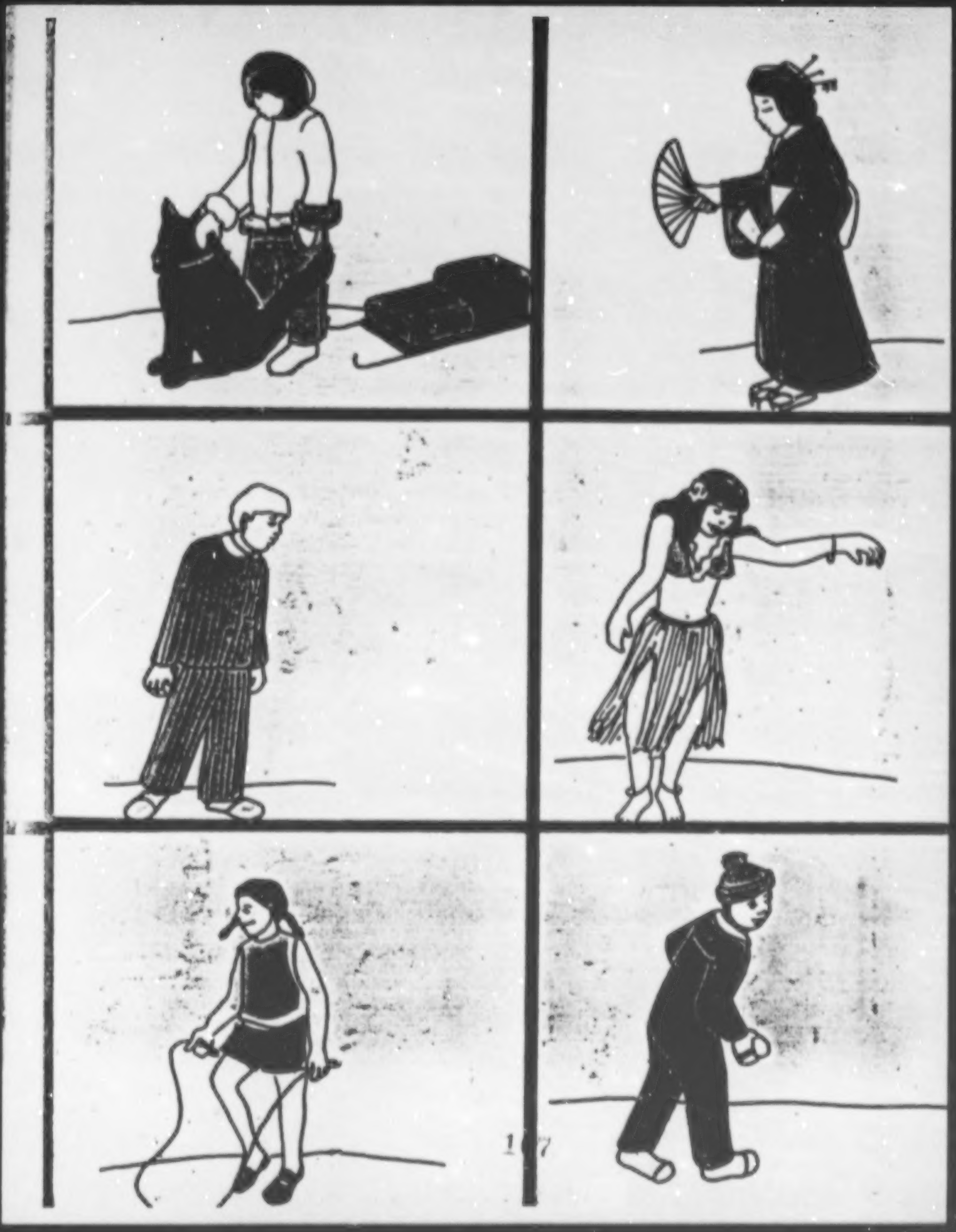
Put blank cards over two clothing choices that are inappropriate for each situation.

Materials:

Included:
Pictures
6 Blank cards

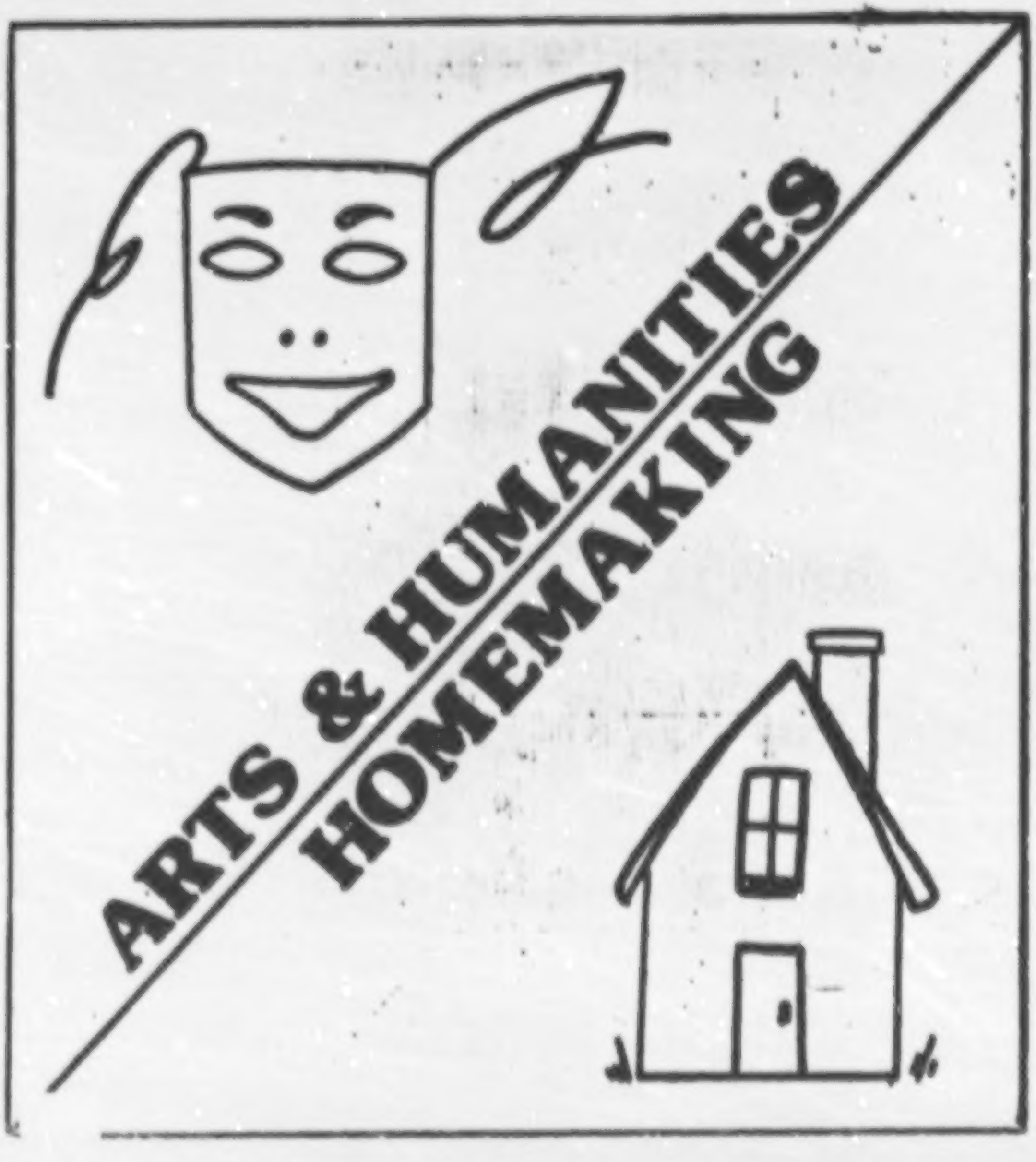
Needed:
None





B1-DMGA-3

What I Choose: Alone or With Others



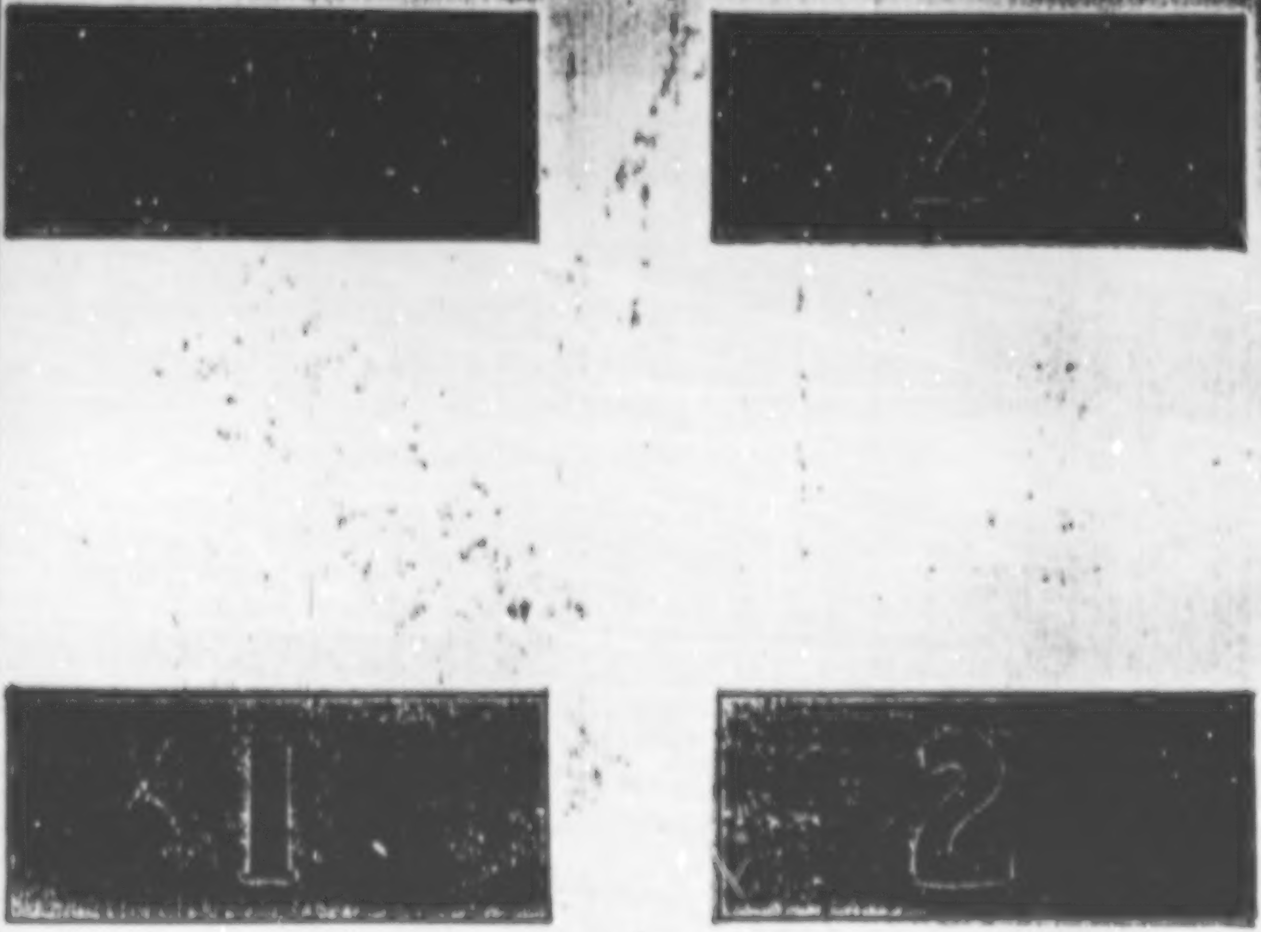
Directions:

1. Choose preferred activity card (alone, or with others) from each pair (A,B,&C) and put it in #1 column.
2. Choose most preferred activity card from #1 column and put it in star.

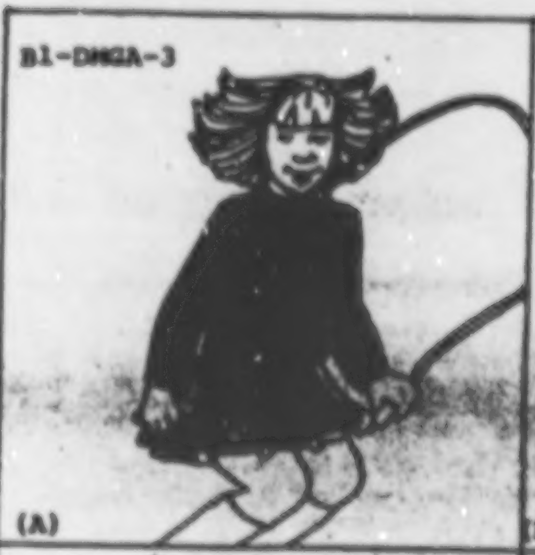
Materials:

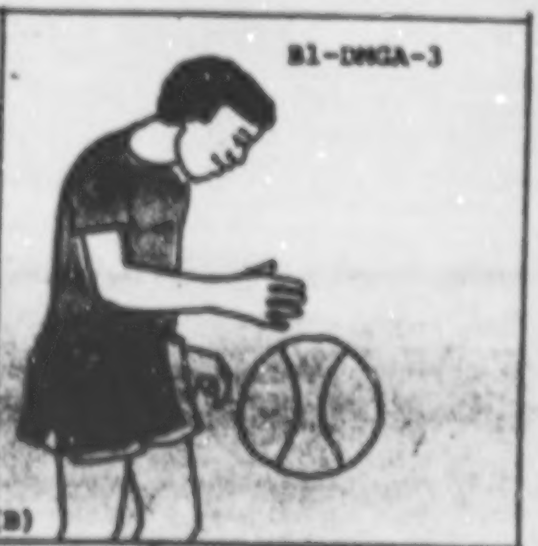
Included:
Game board
6 Activity picture cards

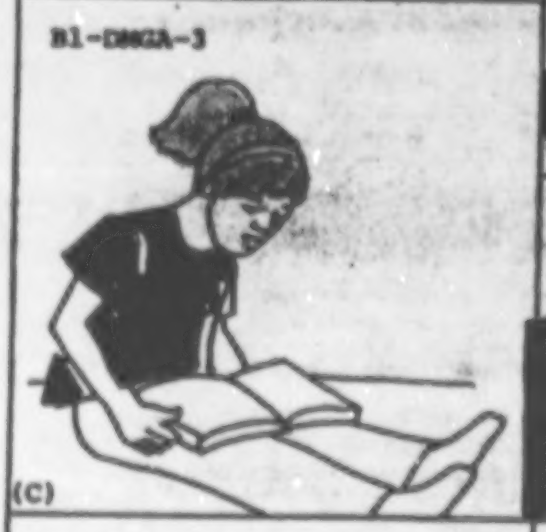
Needed:
None

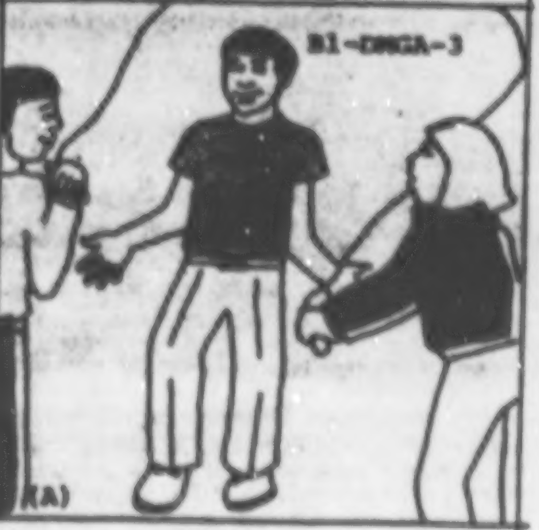


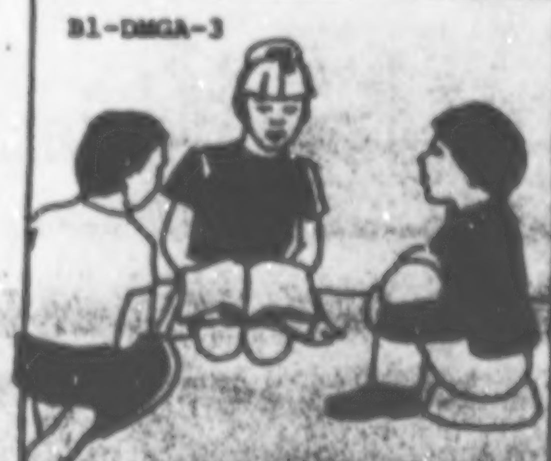
[illegible]

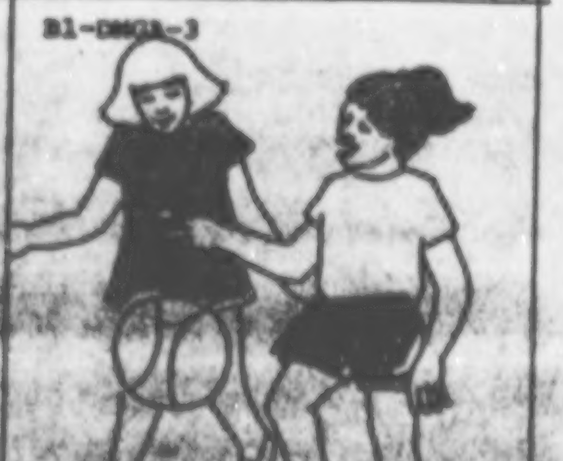






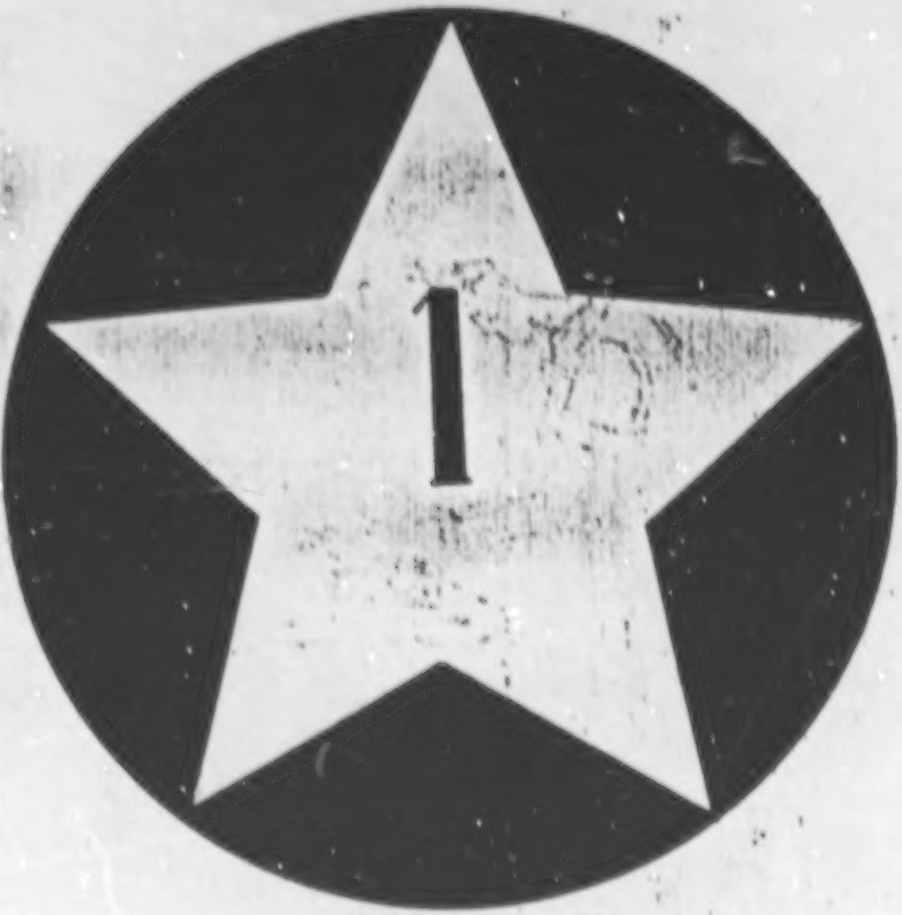






✂ cut out six cards on vertical and horizontal lines

I LIKE THIS BEST OF ALL



I LIKE THIS BETTER

1

2

B1-DMGA-4

Workers--Helpers

ARTS & HUMANITIES
HOMEMAKING

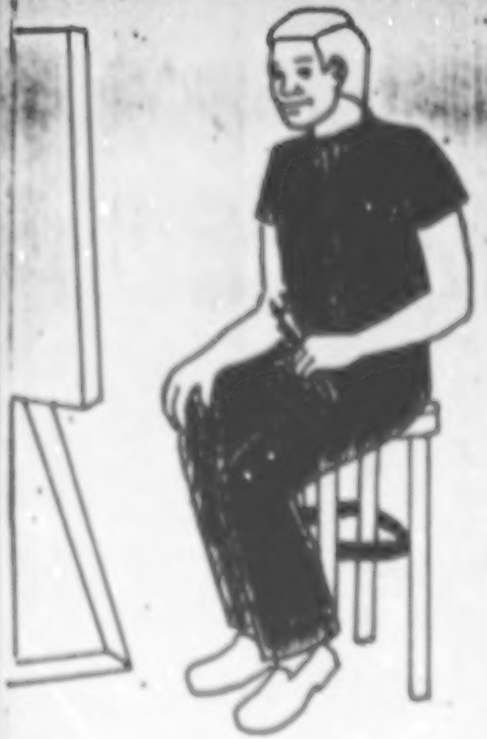
Directions:

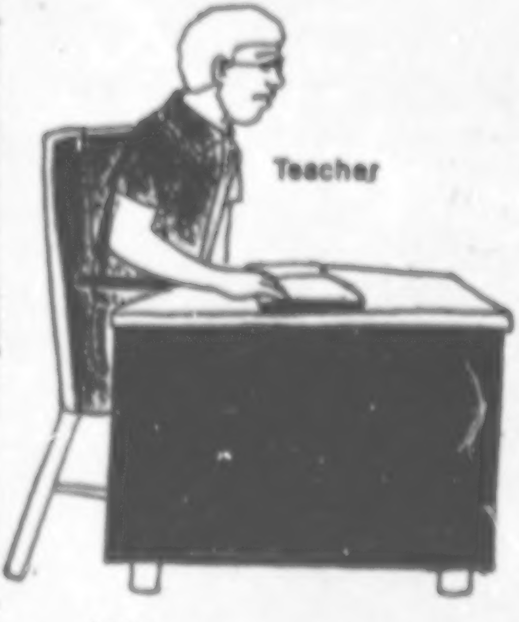
Put a blank card over the situation which pictures skills, tasks, and tools not appropriate for the worker.

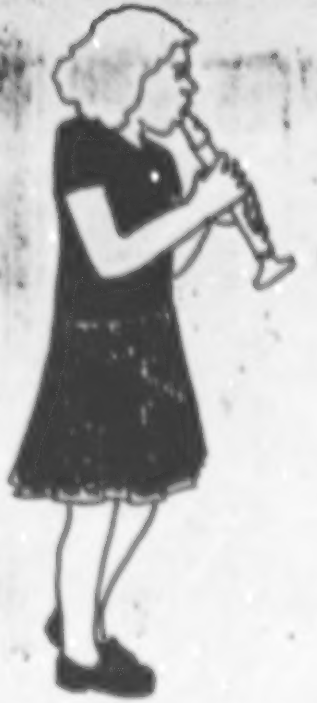
Materials:

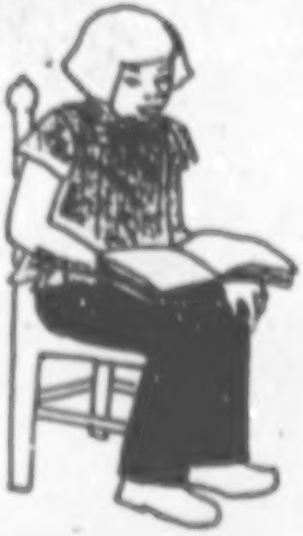
Included:
Pictures
4 Blank cards

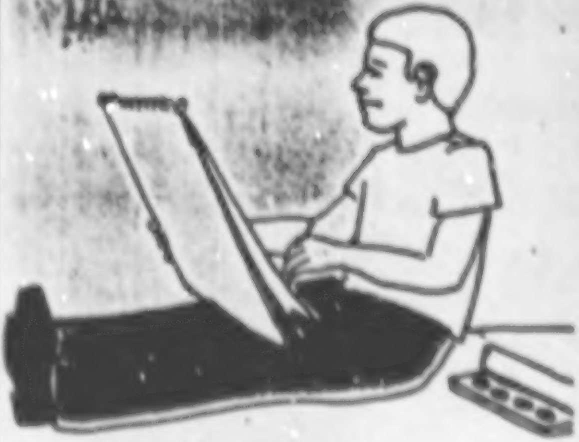
Needed:
None

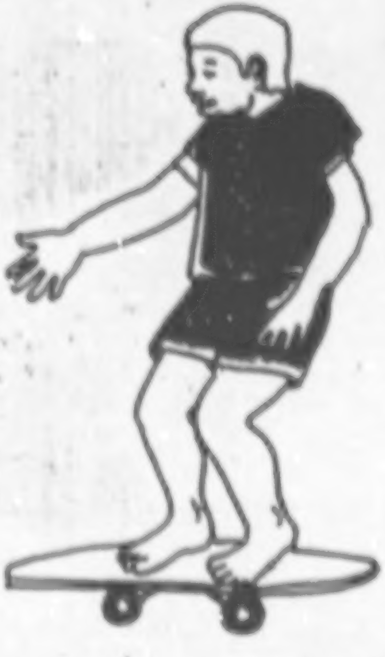



Teacher



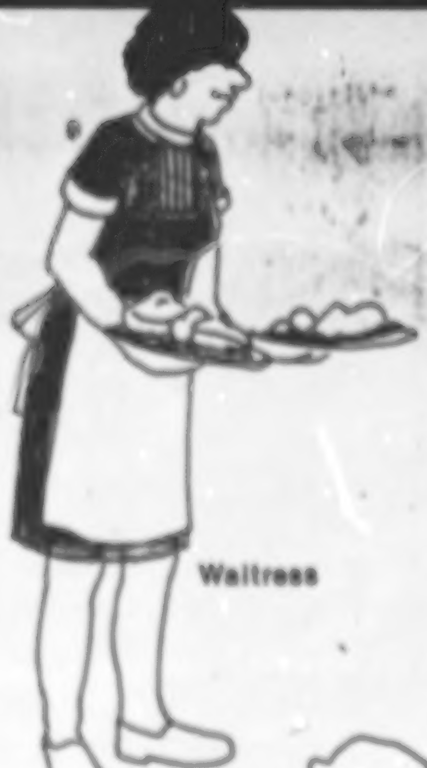






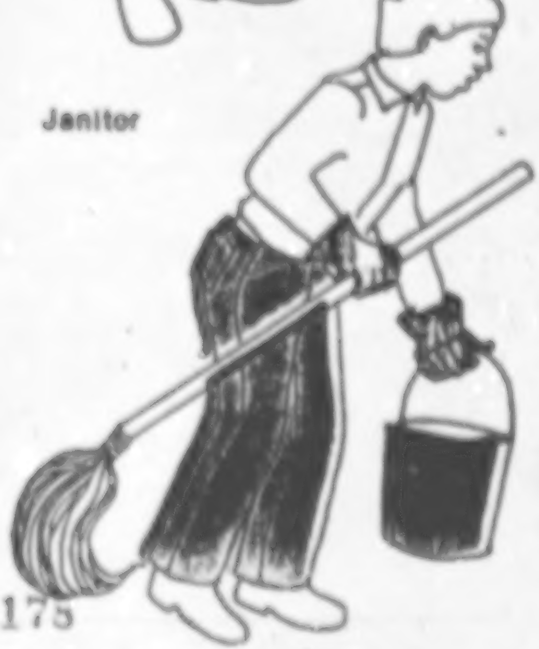
B1-DMGA-4	B1-DMGA-4
B1-DMGA-4	B1-DMGA-4

cut out four cards on vertical and horizontal lines



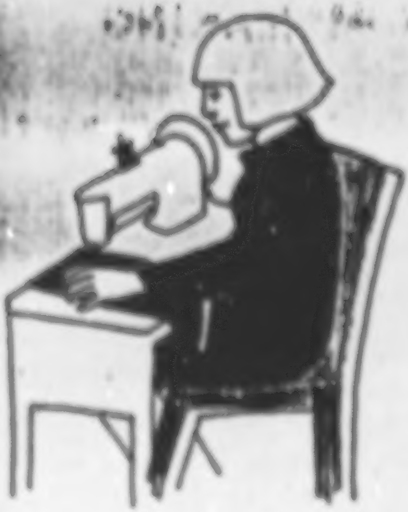
Waitress

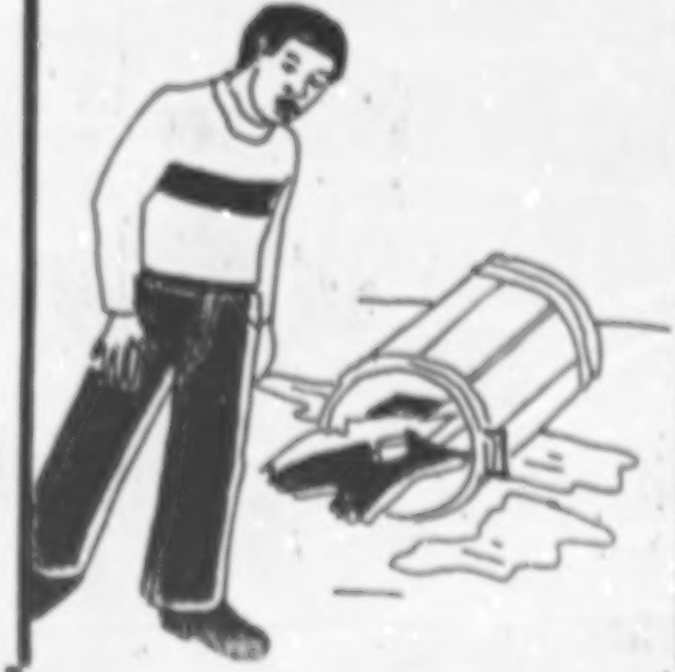
Janitor

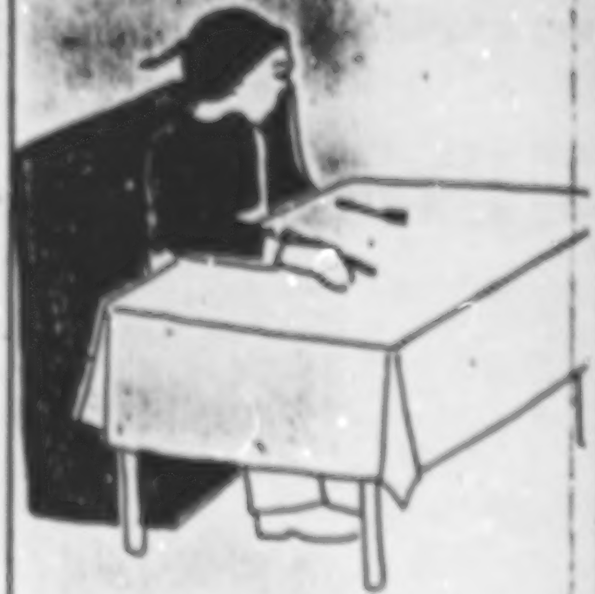


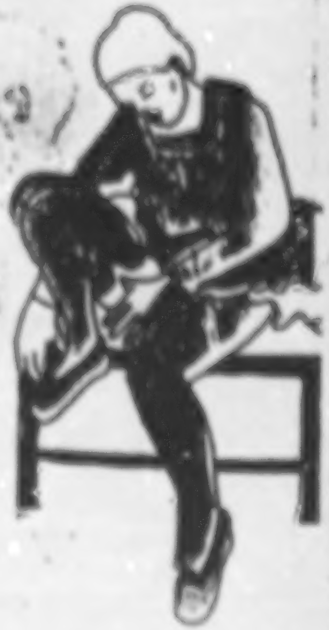
175

Artist.





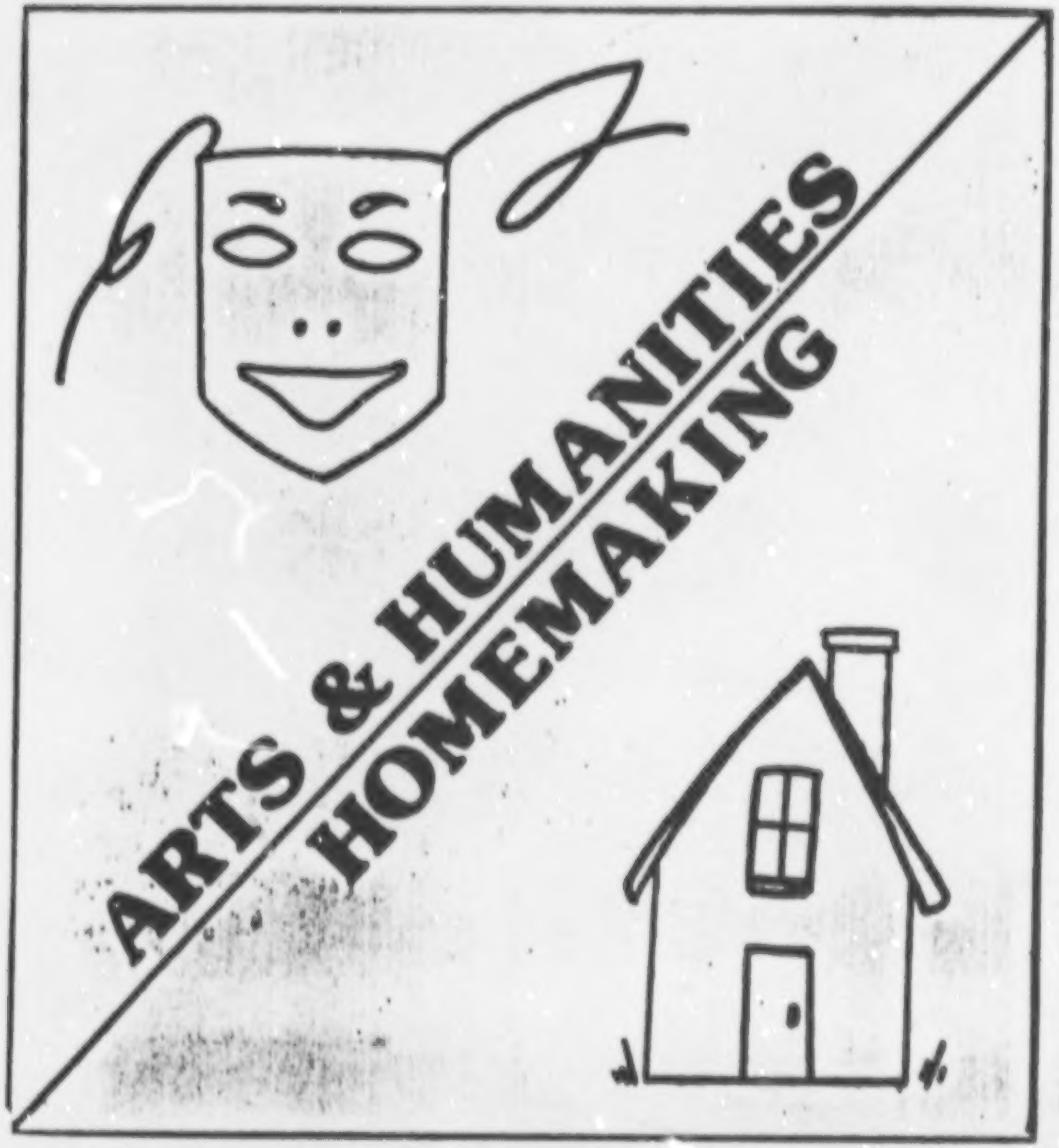




179

B1-DMGA-5

Helper Time--Learn Just One Rhyme


ARTS & HUMANITIES
HOMEMAKING

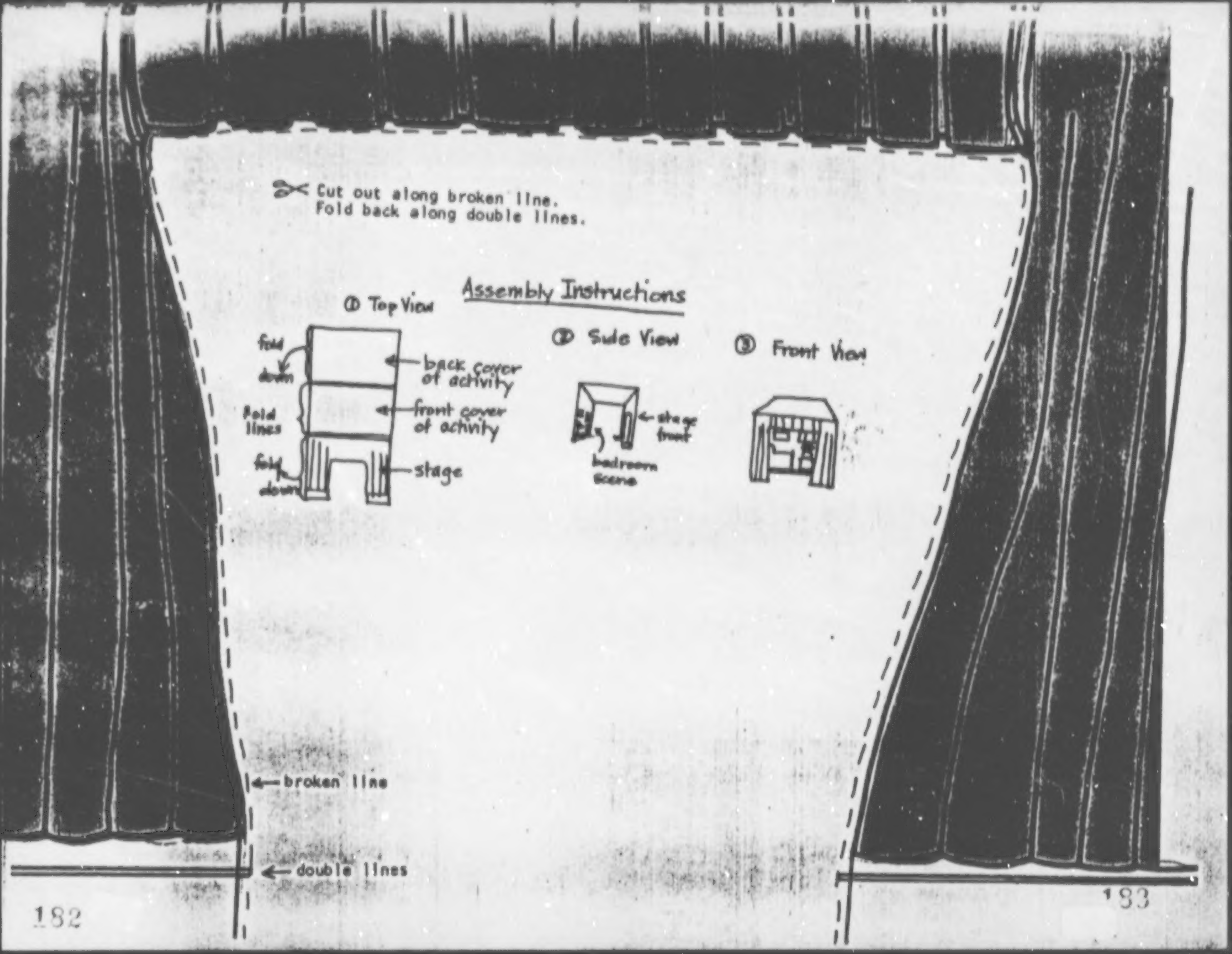
Directions:

Memorize rhyme and use "puppets" to act out rhyme on assembled stage.

Materials:

Included:
- Stage
- 2 "Puppet" figures

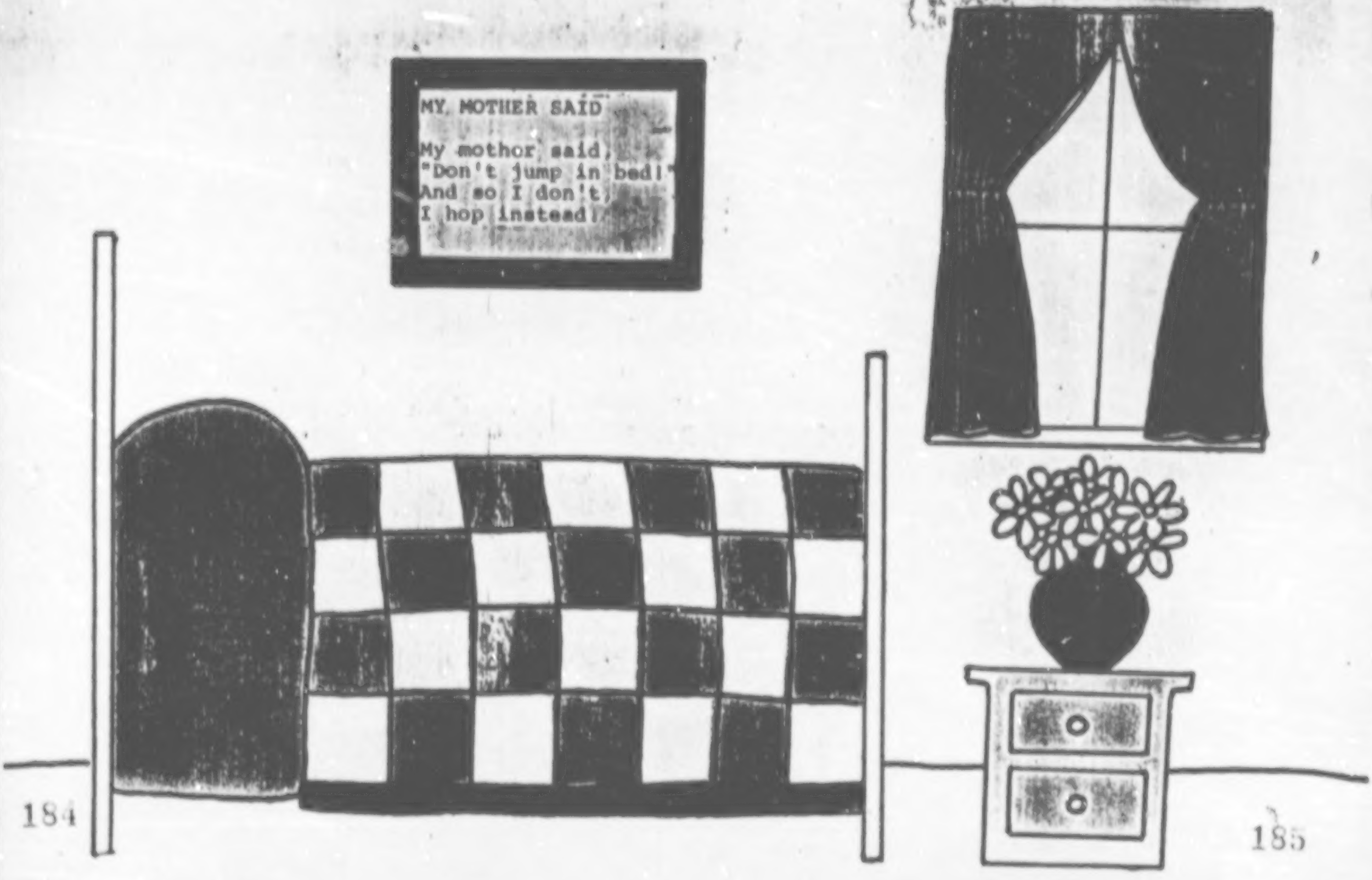
Needed:
- None



Cut out along broken line.
Fold back along double lines.

Assembly Instructions

① Top View
fold down
back cover of activity
fold lines
front cover of activity
fold down
stage
② Side View
stage front
bedroom scene
③ Front View
broken line
double lines



MY MOTHER SAID

My mother said,
"Don't jump in bed!"
And so I don't;
I hop instead!

B1-DMGA-6

Helper Time--Learn Two More Rhymes

ARTS & HUMANITIES
HOMEMAKING

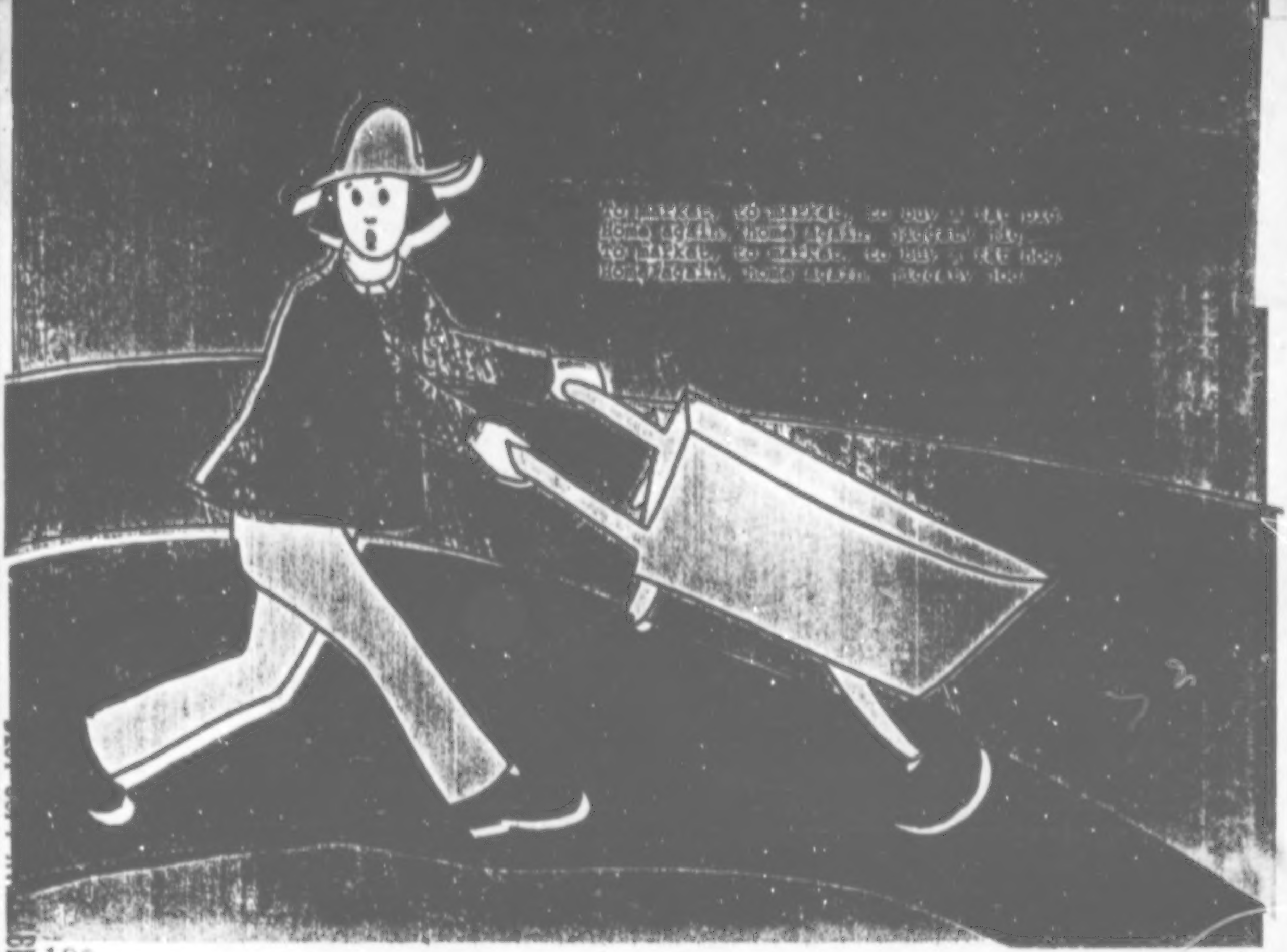
Directions:

Memorize two rhymes, and use "puppets" to act out rhymes.

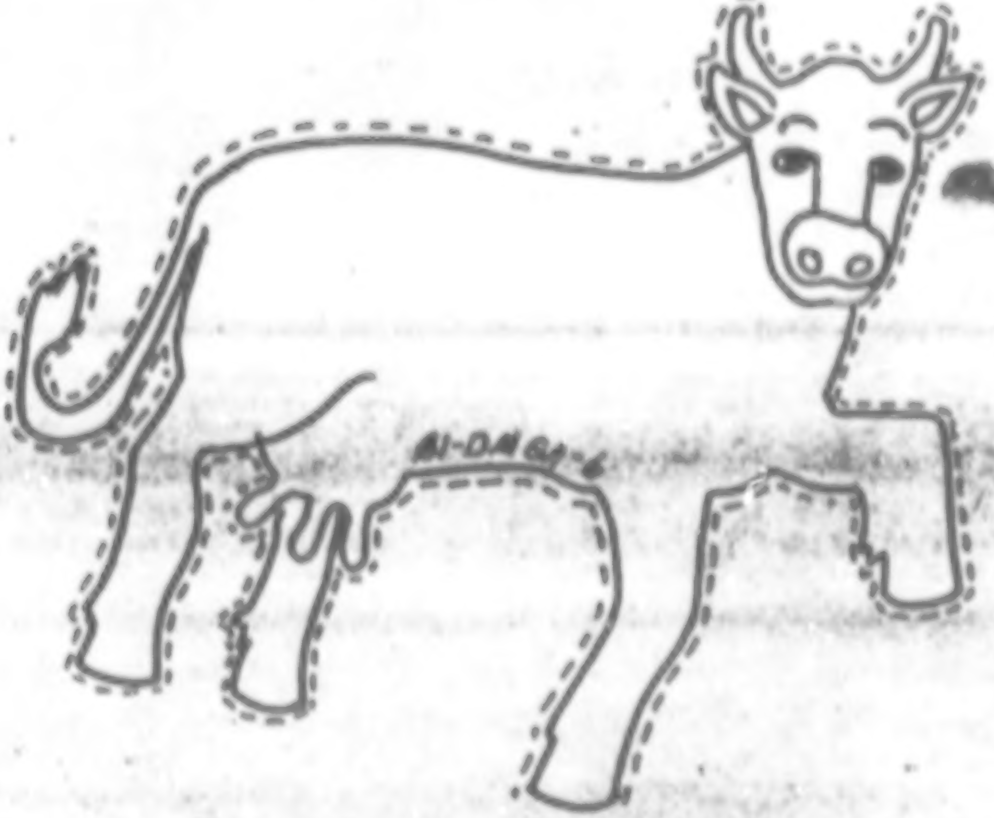
Materials:

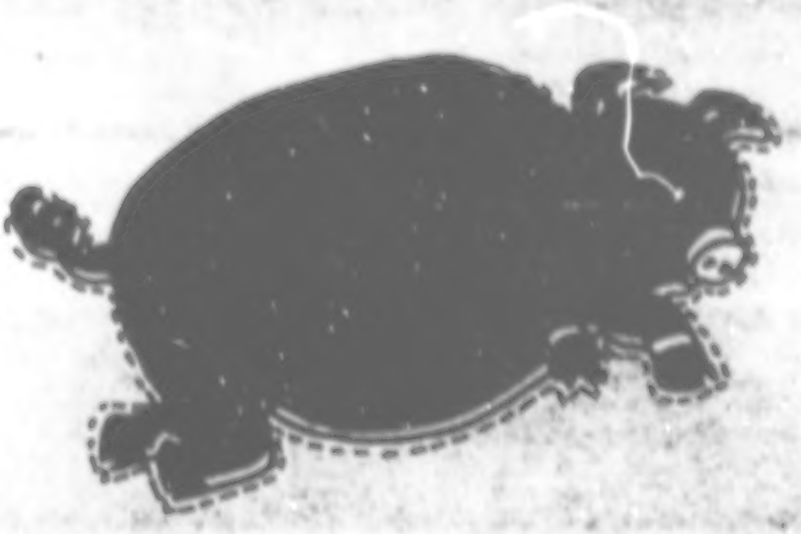
Included:
- Pictures
- Text
- 2 "Puppet" figures

Needed:
- None

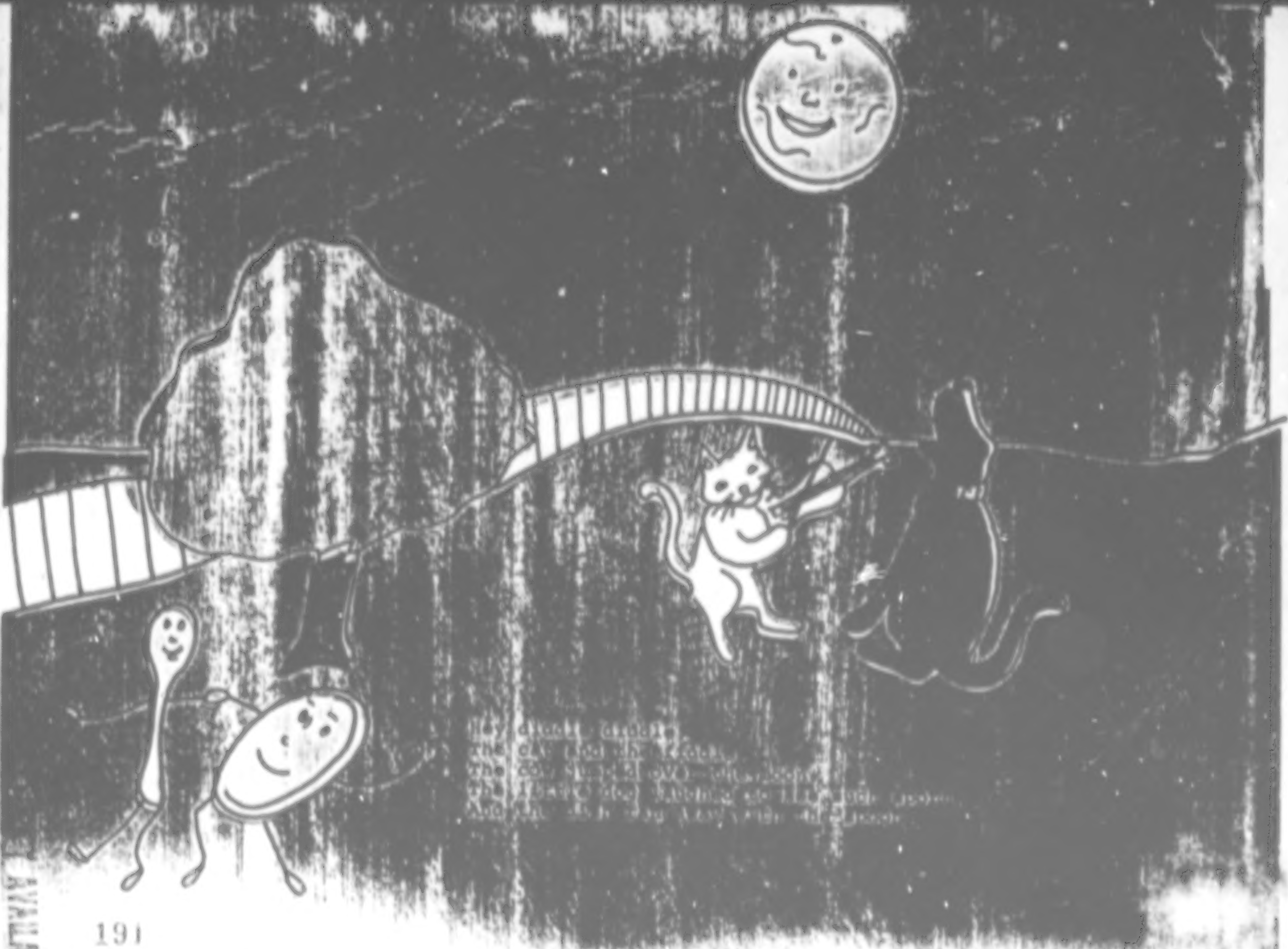


To market, to market, to buy a fat pig,
Home again, home again, jiggety jig;
To market, to market, to buy a fat hog,
Home again, home again, jiggety jog.





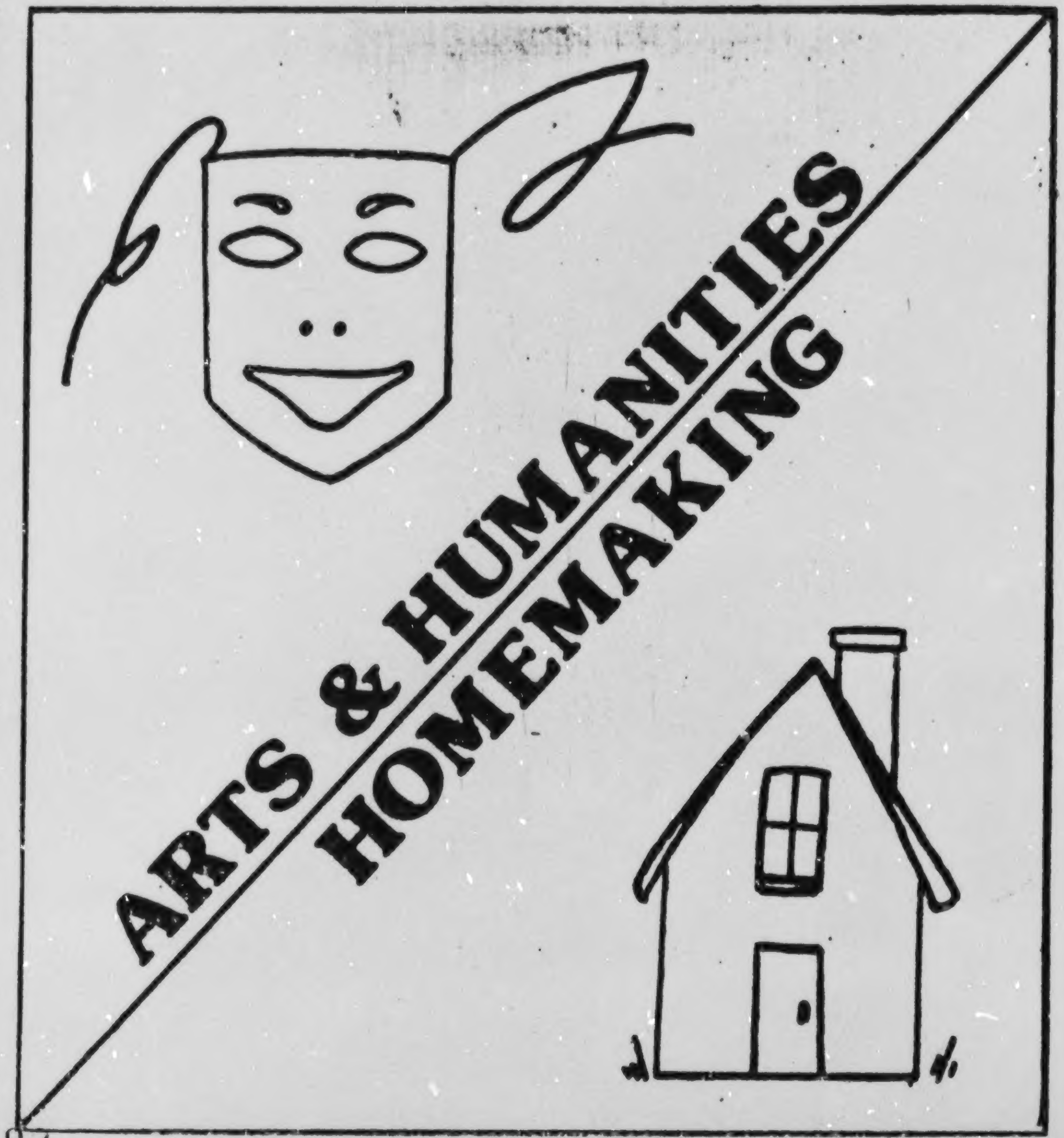
cut out cow and pig along broken lines


Hey diddle diddle,
the cat and the fiddle,
the cow jumped over the moon,
the little dog laughed to see such sport
And the dish ran away with the spoon.

AVAILABLE

B1-DMGA-7

Skill Helpers



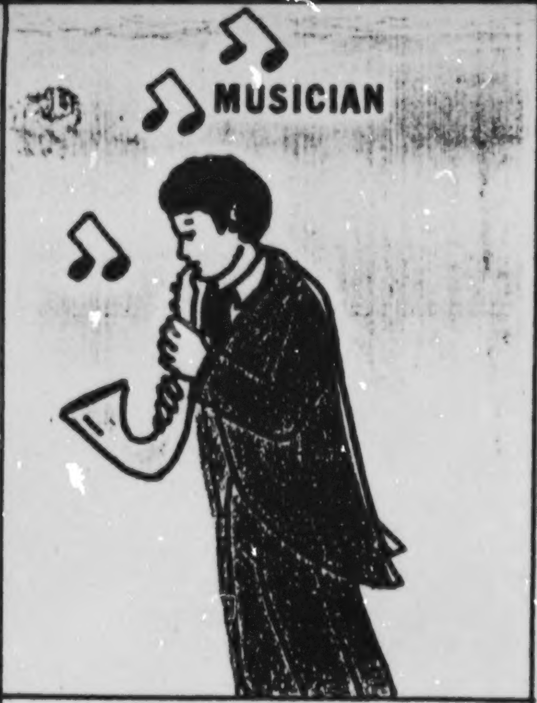
Directions:

1. Identify skills pictured on 8 cards.
2. Choose 3 most valued skills and place them on game board next to pictures of workers who can help with improving the skills.

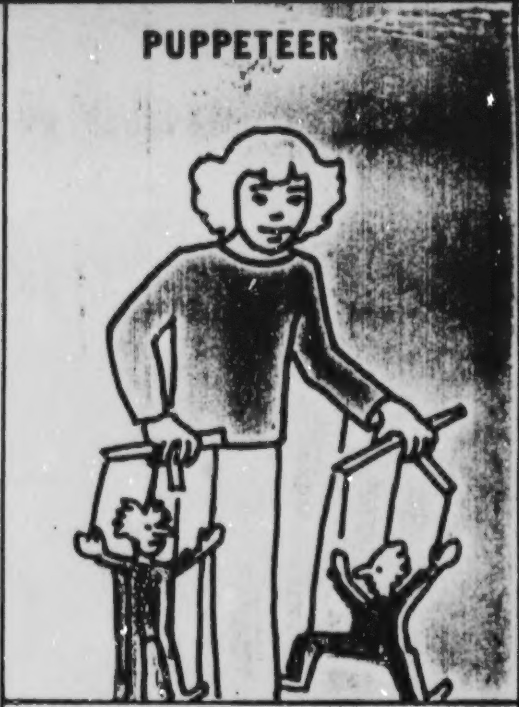
Materials:

Included:
Game board
8 Picture cards

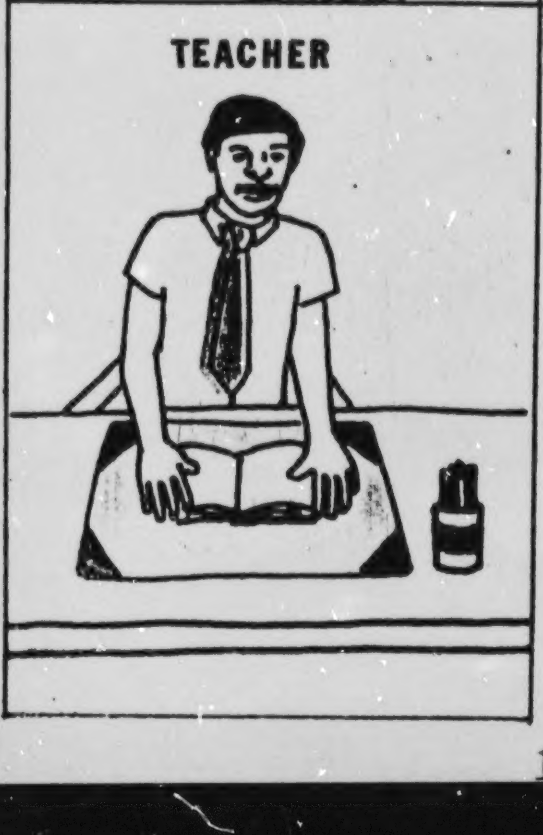
Needed:
None



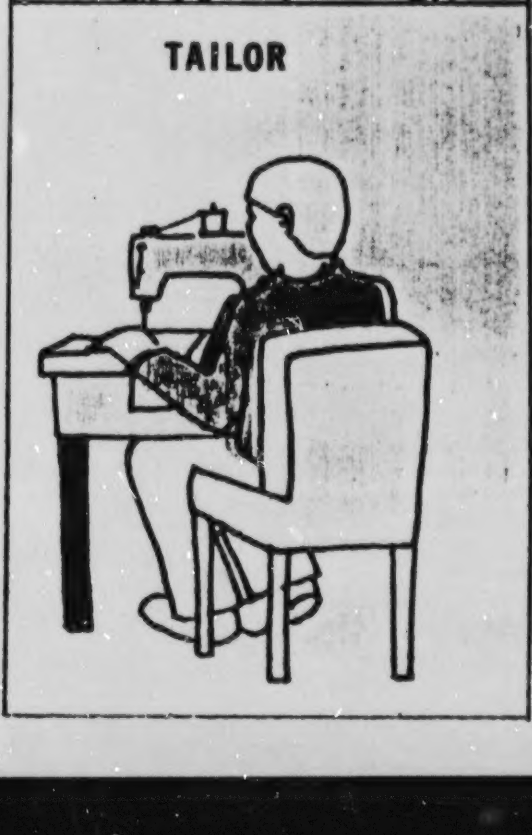
MUSICIAN



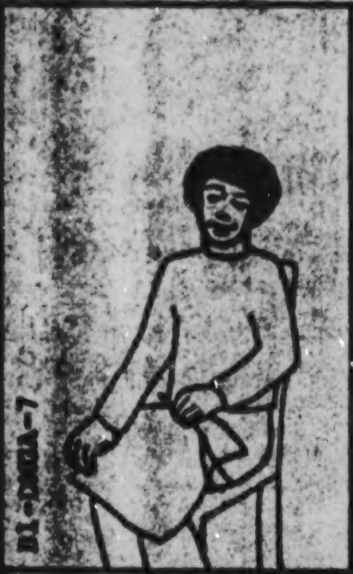
PUPPETEER

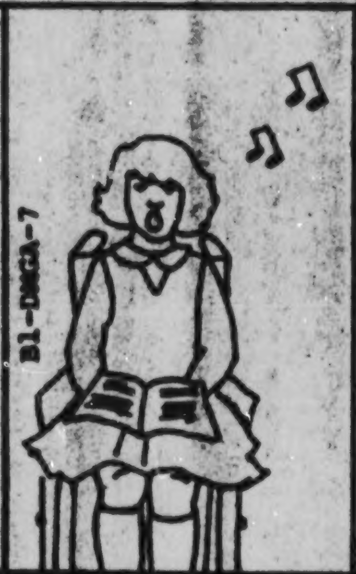


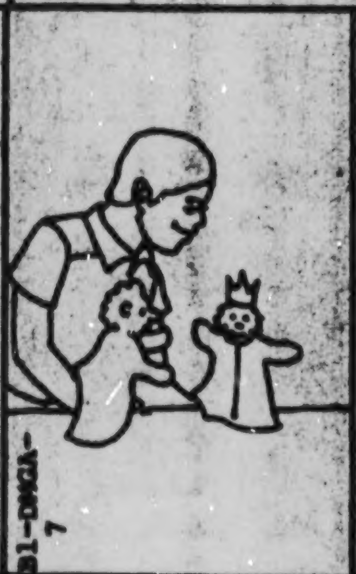
TEACHER

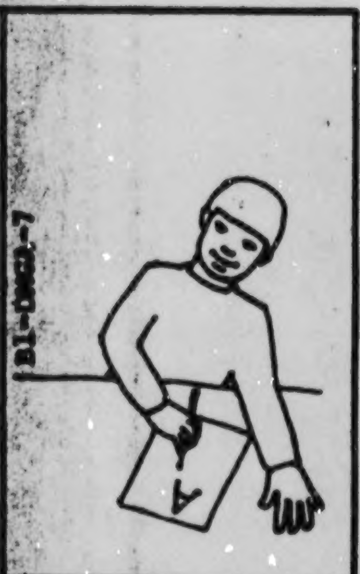


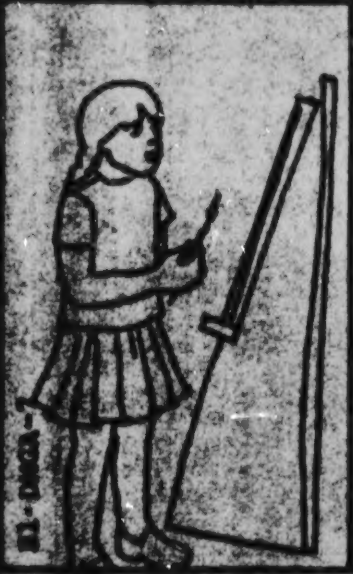
TAILOR

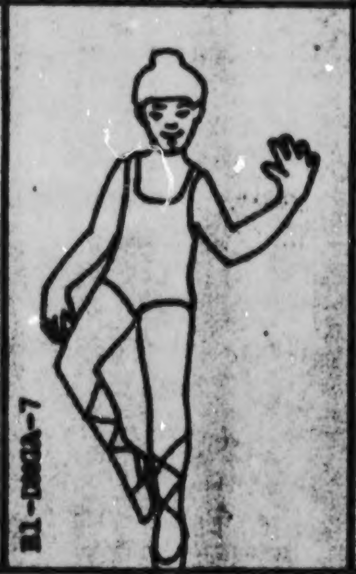


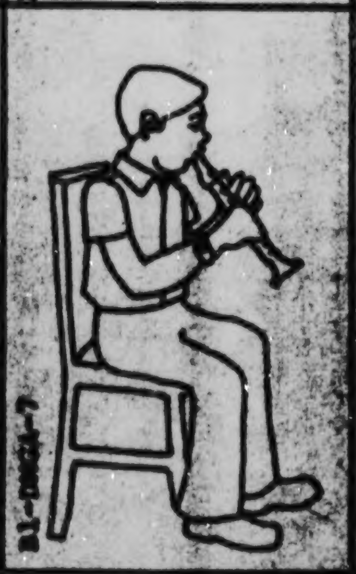


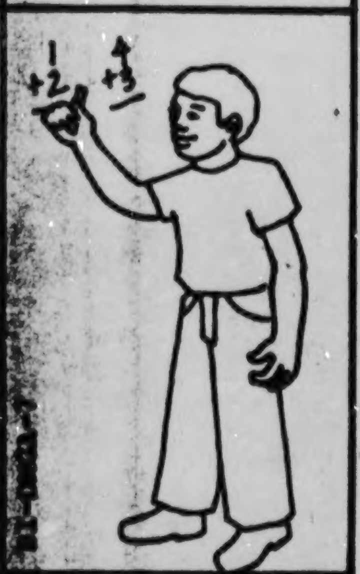






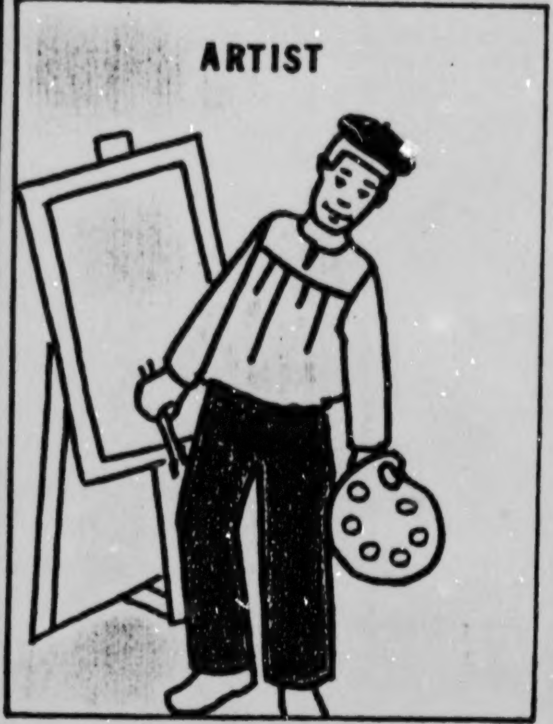


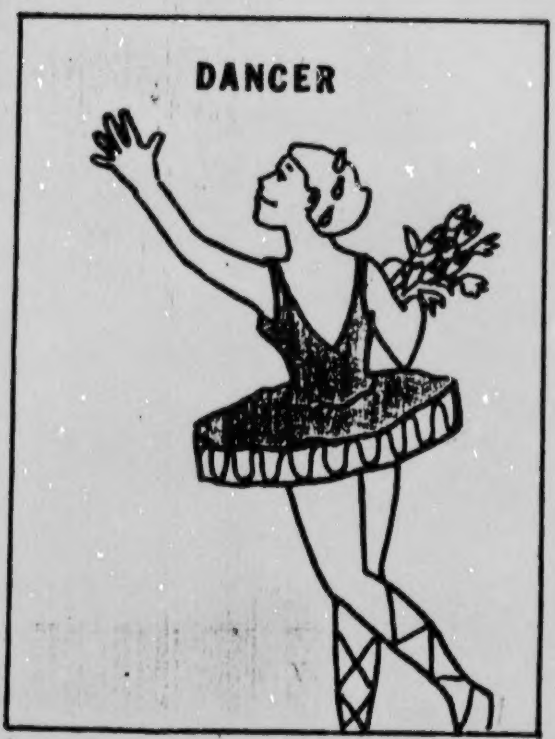



B1-DMGA-7
1
+2
4
+3

✂ cut out eight cards on vertical and horizontal lines

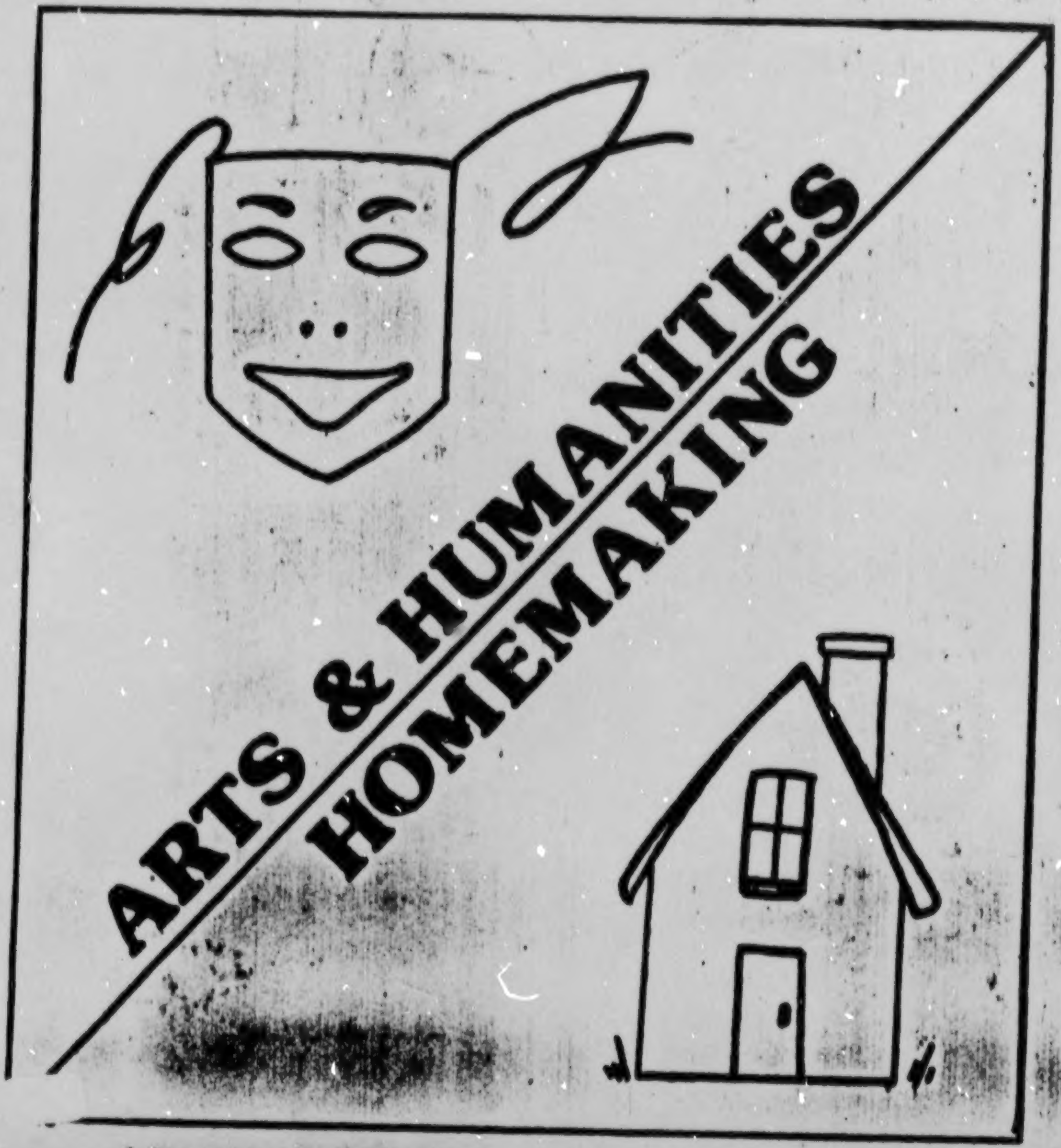
Skill Helpers





B1-DMGA-8

I Am Proud


ARTS & HUMANITIES
HOMEMAKING

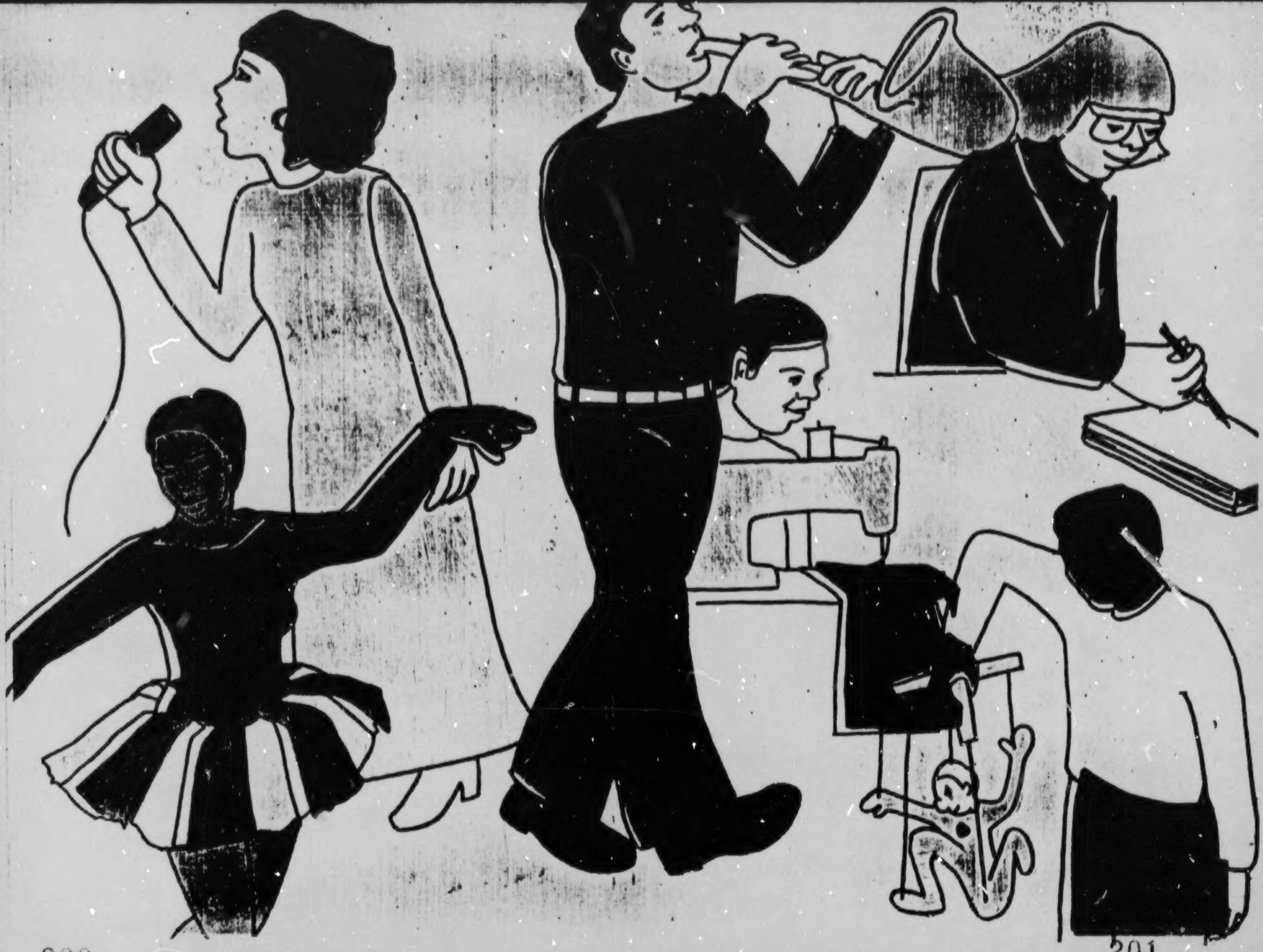
Directions:

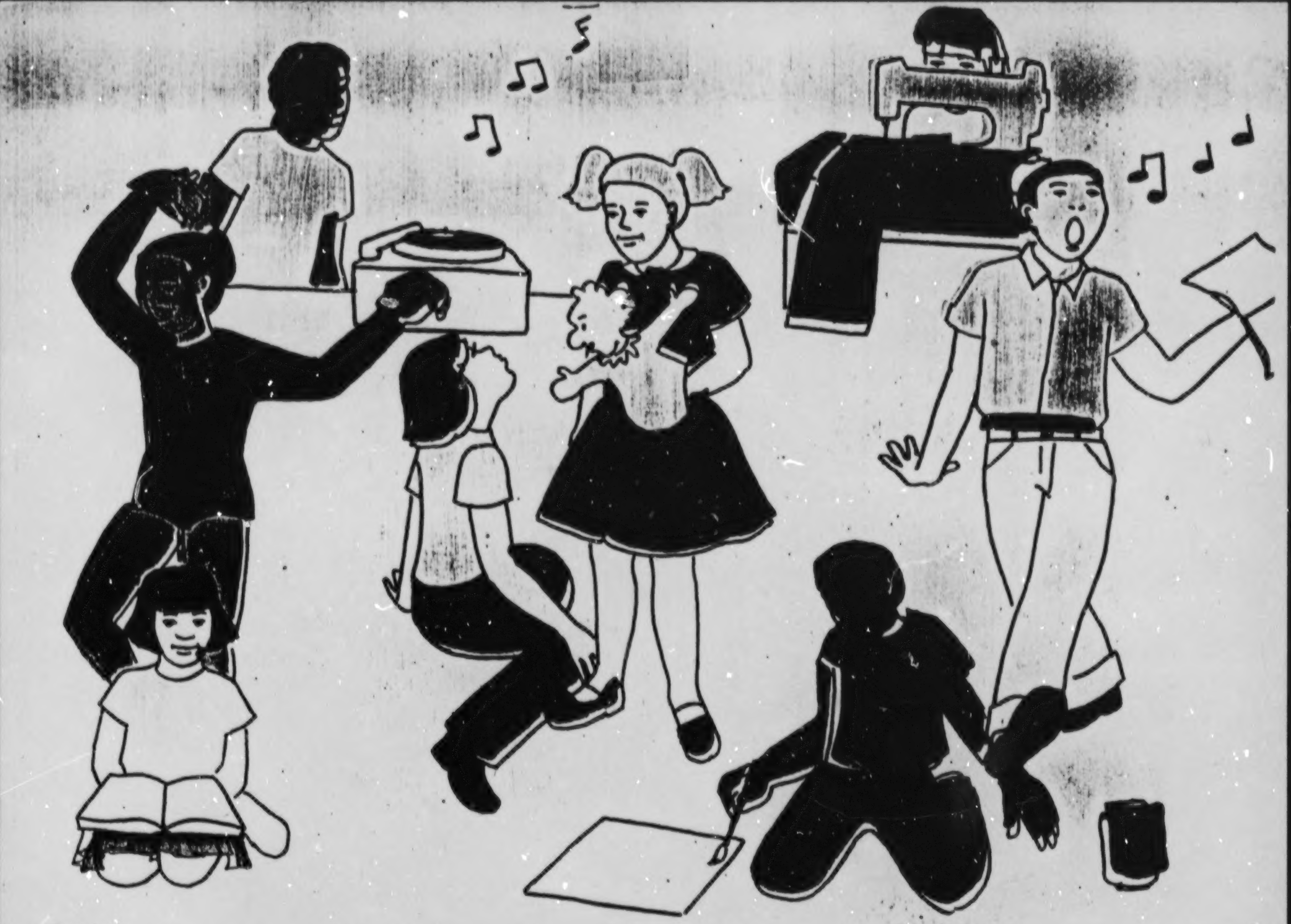
Listen to audio tape, look at pictures inside folder, and sing along with tape, making up own last stanza.

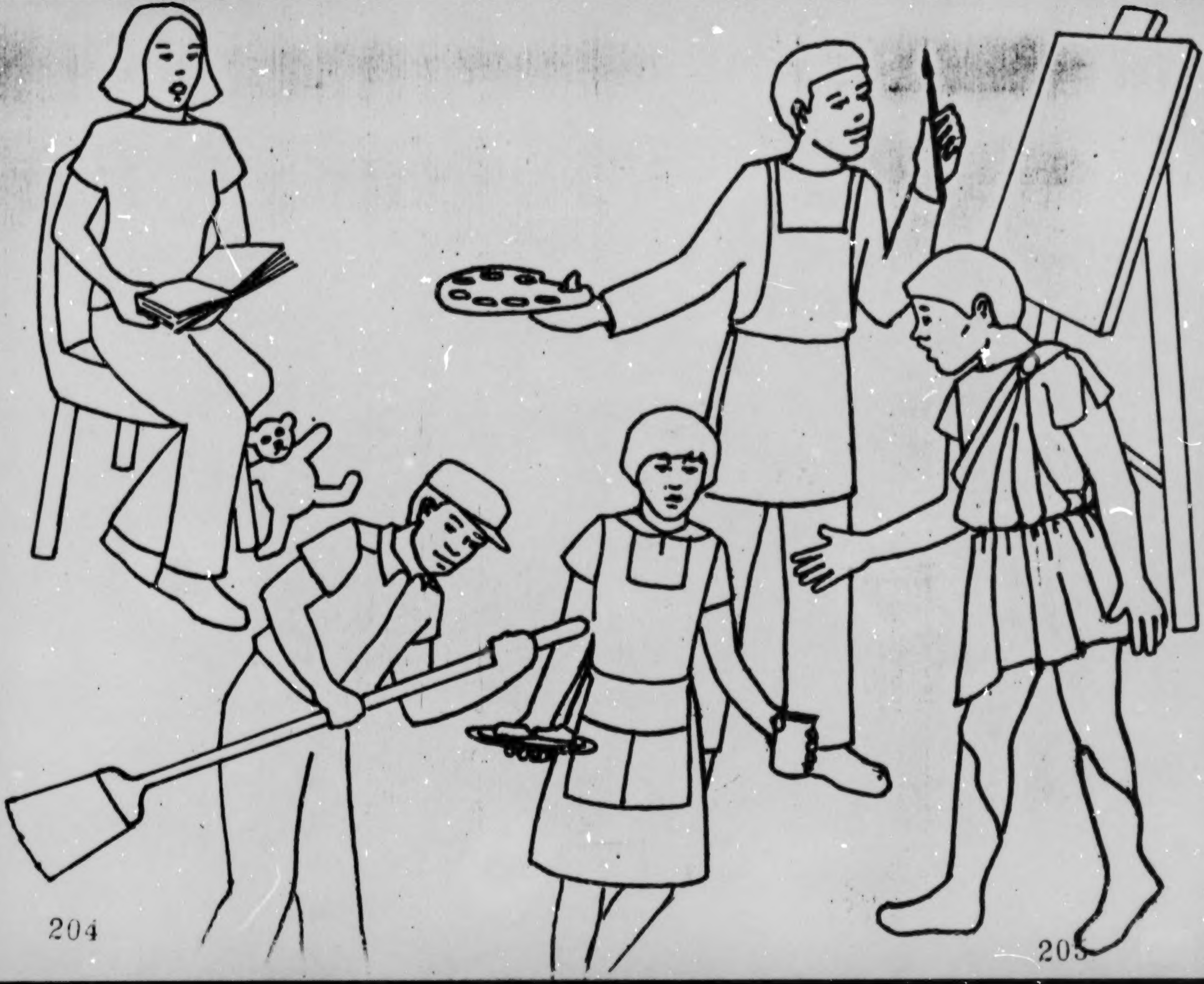
Materials:

Included:
- Pictures
- Text
- Audio tape

Needed:
- Tape recorder







I AM PROUD

We are proud, we are proud,
We are proud of what we do.
We are proud and we'll tell you.

WE ARE DAY CARE WORKERS.

We are proud, we are proud,
We are proud of kids that play,
Work and play all through the day.

I'M A JANITOR.

I am proud, I am proud,
I am proud of my clean floor,
And the way I fix the door.

I'M A WAITRESS.

I am proud, I am proud,
I am proud of the food I serve.
It's good food that you deserve.

I'M A TAILOR.

I am proud, I am proud,
I am proud of clothes that fit,
And the tools in my sewing kit.

WE'RE ACTORS.

We are proud, we are proud,
We are proud of the parts we play,
Entertain you night and day.

I'M A DANCER

I am proud, I am proud,
I am proud of how I move.
I can dance most any mood.

WE'RE ARTISTS.

We are proud, we are proud,
We are proud of what we draw.
They look just like what we saw.

WE'RE TEACHERS.

We are proud, we are proud,
We are proud of what we know,
And helping children to grow.

I'M A MUSICIAN.

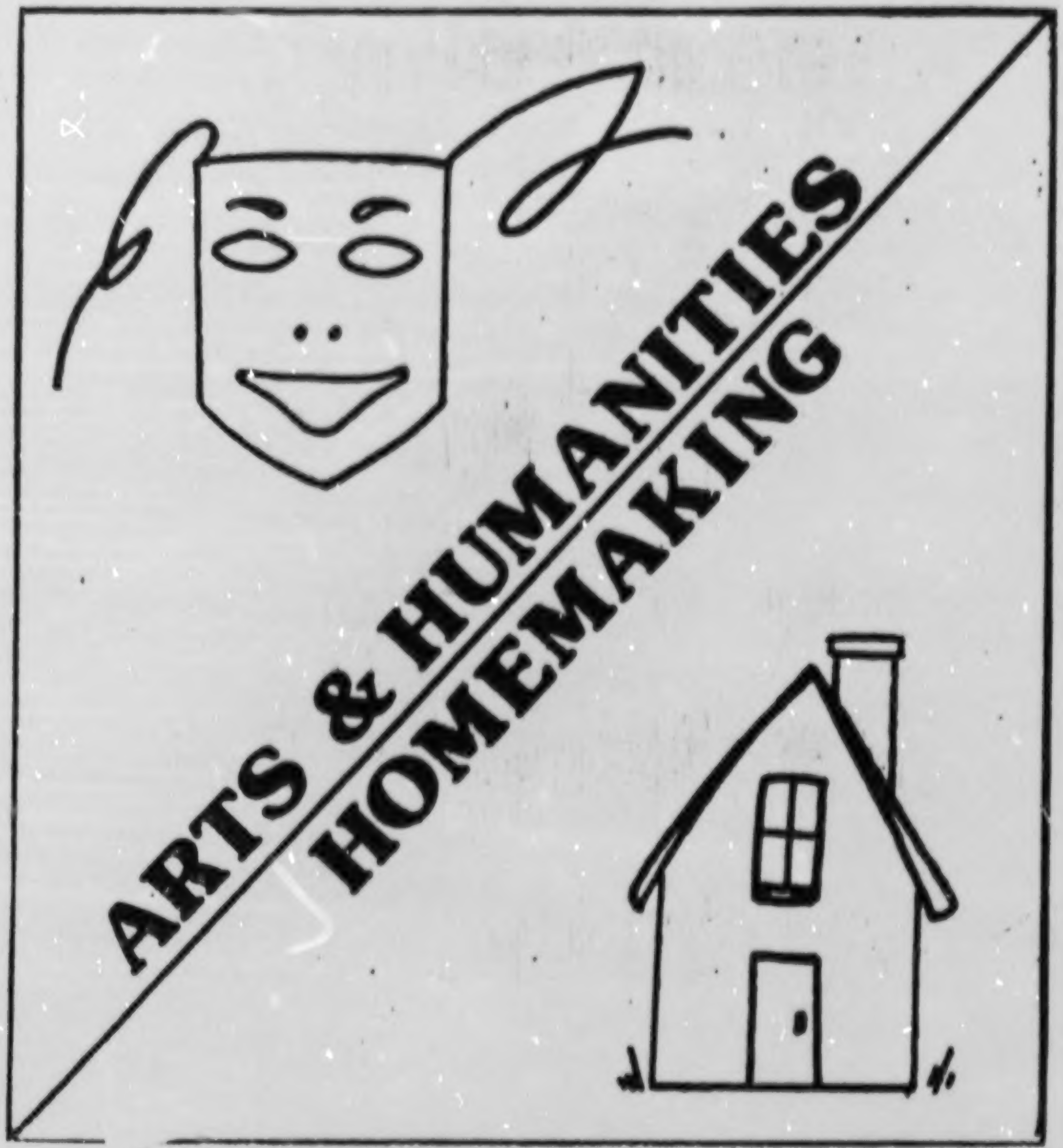
I am proud, I am proud,
I am proud of my guitar.
Listen while I play a bar.

WHAT ARE YOU PROUD OF?

I am proud, I am proud,
____
____

B1-DMGA-9

Proud Pin



Directions:

1. Identify workers and tools. Choose favorite worker.
2. Trace a circle and draw a diagonal line across it.
3. Draw self in top part of circle, and tool belonging to favorite worker in bottom part of circle.
4. Cut out circle, insert safety pin, and wear "proud pin."

Materials:

Included:
Pictures

Needed:
Traceable round object
White paper
Safety pin
Crayons

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PROUD PIN

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B1-J&R-1

Tool Bingo

ARTS & HUMANITIES
HOMEMAKING

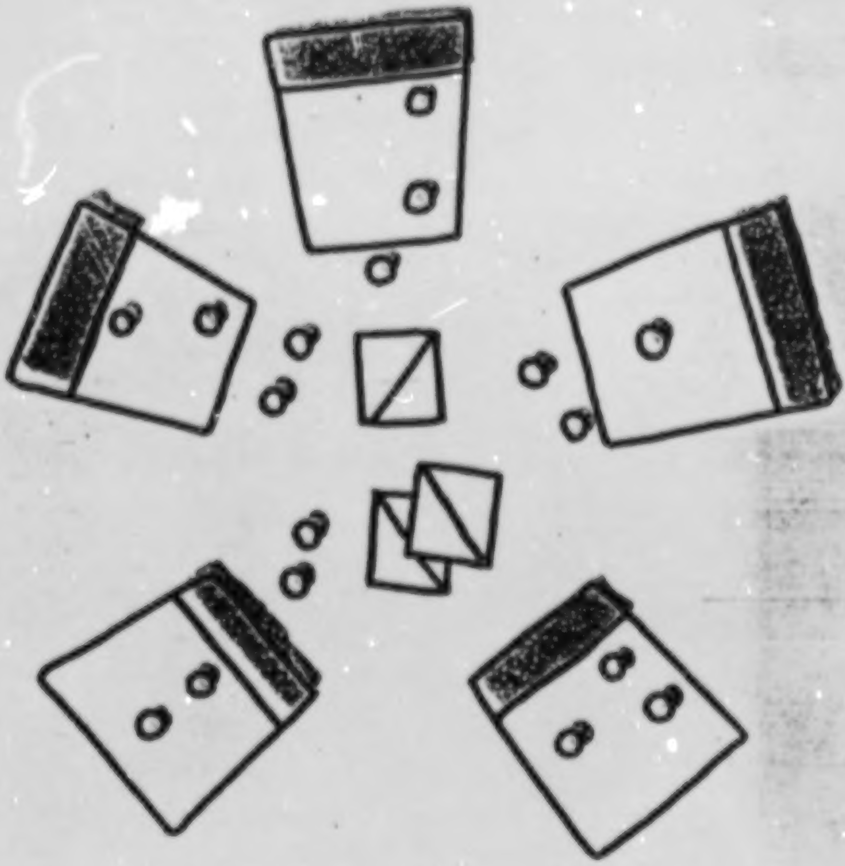
Directions:

Use bingo activity.

Materials:

Included:
- 10 Bingo cards
- 51 Bingo calling cards
- 75 Markers

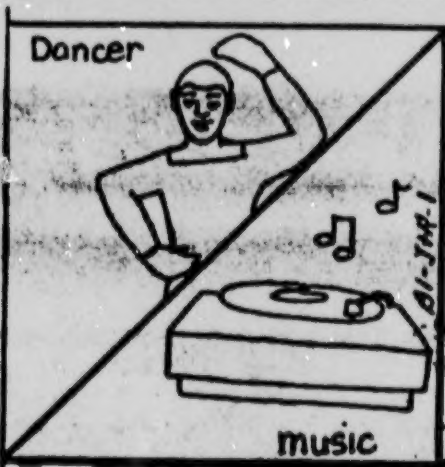
Needed:
- None

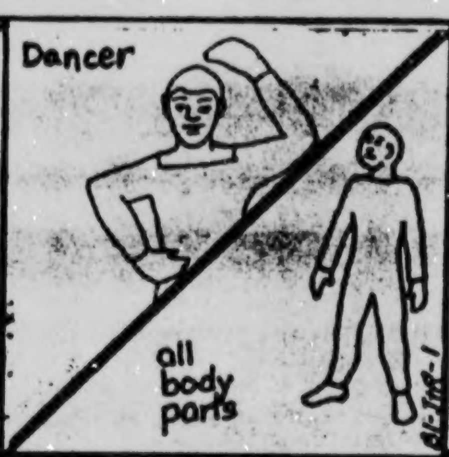


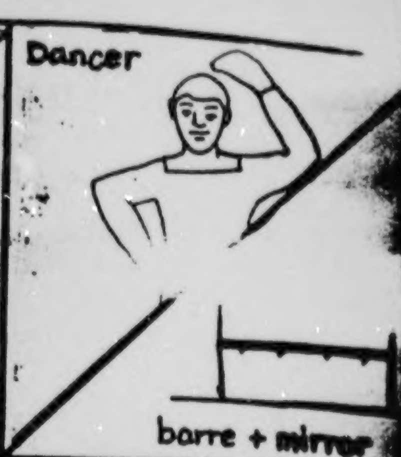
TOOL BINGO

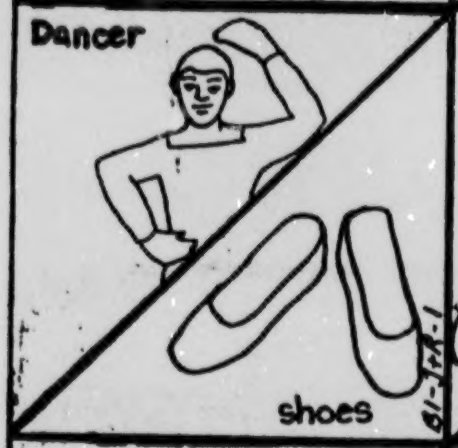
B1-JHR-1	B1-JHR-1	B1-JHR-1	B1-JHR-1	B1-JHR-1
B1-JHR-1	B1-JHR-1	B1-JHR-1	B1-JHR-1	B1-JHR-1
B1-JHR-1	B1-JHR-1	B1-JHR-1	B1-JHR-1	B1-JHR-1

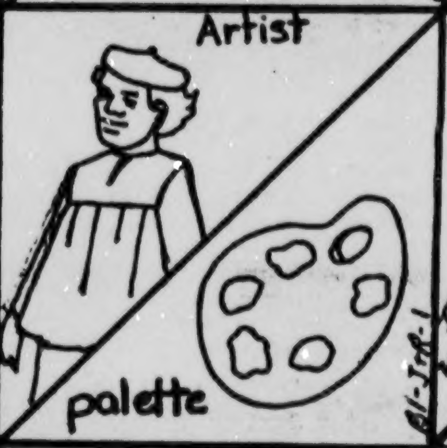
cut on solid lines to make markers

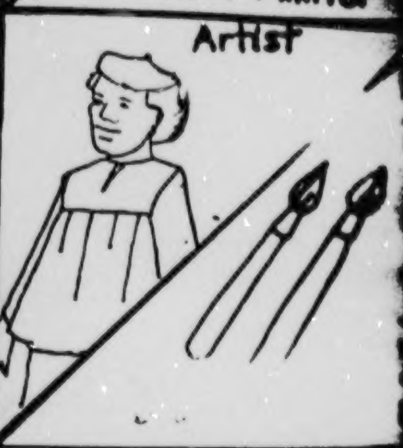

Dancer
music
BI-JHR-1

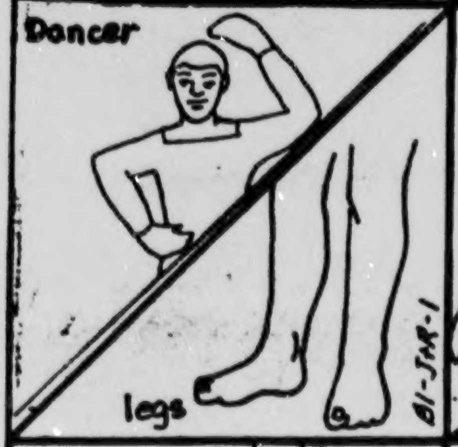

Dancer
all body parts
BI-JHR-1

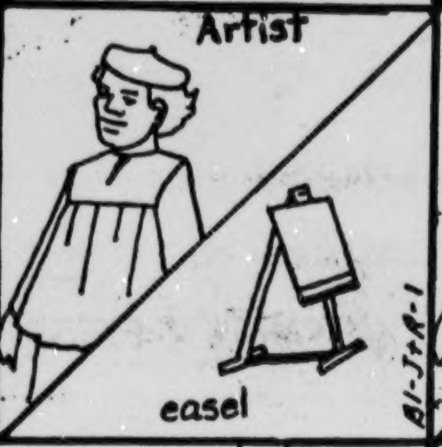

Dancer
barre + mirror

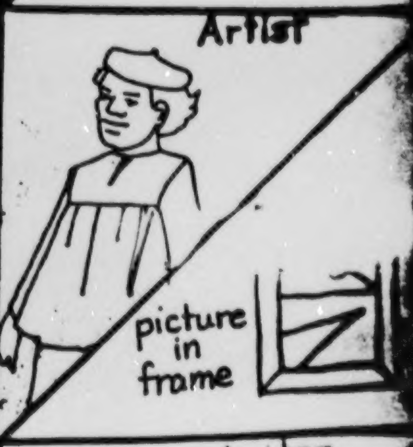

Dancer
shoes
BI-J+R-1

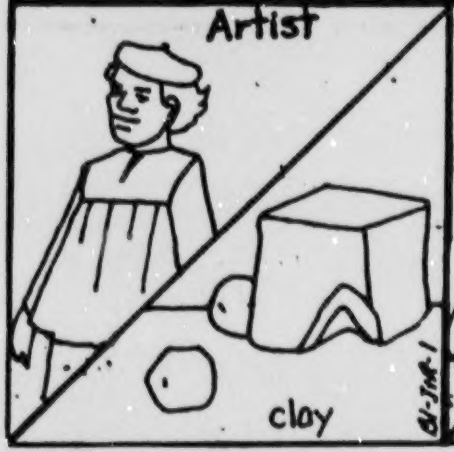

Artist
palette
BI-JHR-1

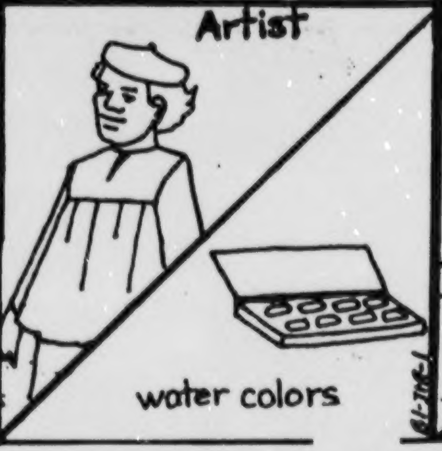


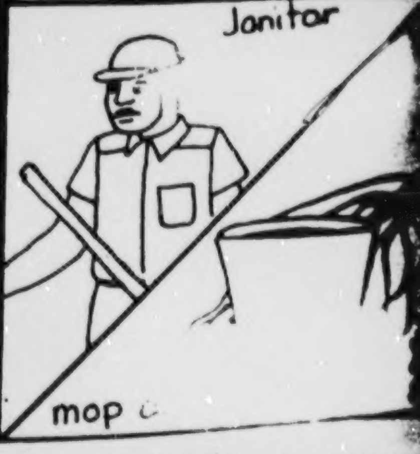

Dancer
legs
BI-JHR-1


Artist
easel
BI-J+R-1


Artist
picture in frame


Artist
clay
BI-JHR-1


Artist
water colors
BI-JHR-1


Janitor
mop

cut out bingo calling cards on horizontal and vertical lines only.

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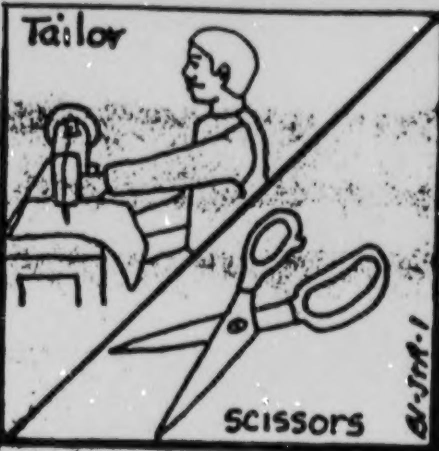
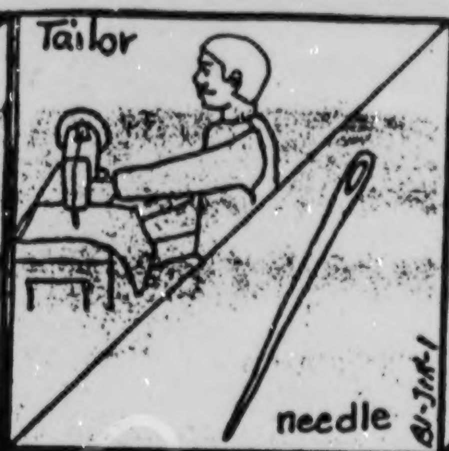
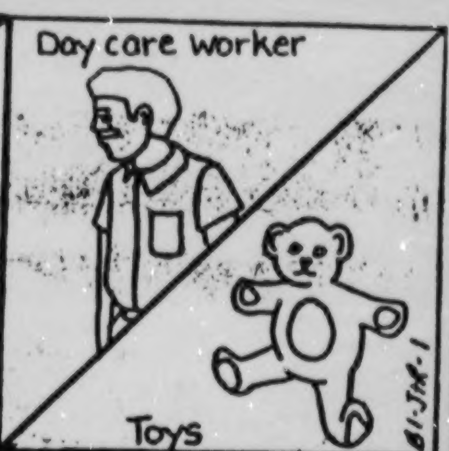
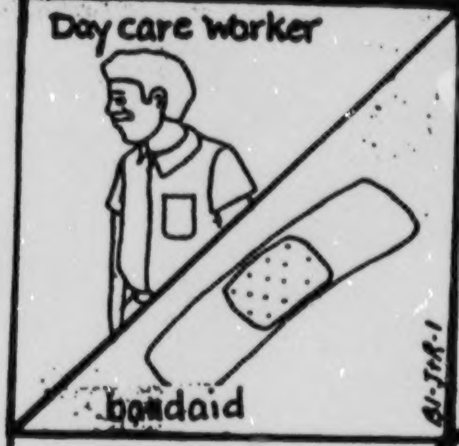
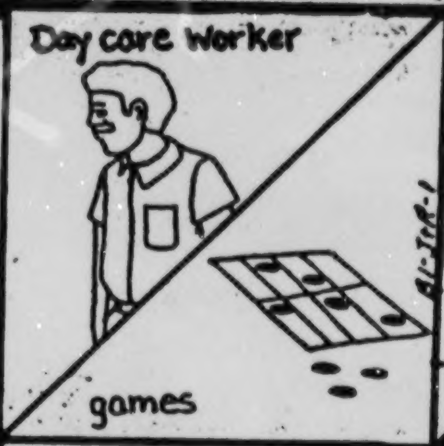
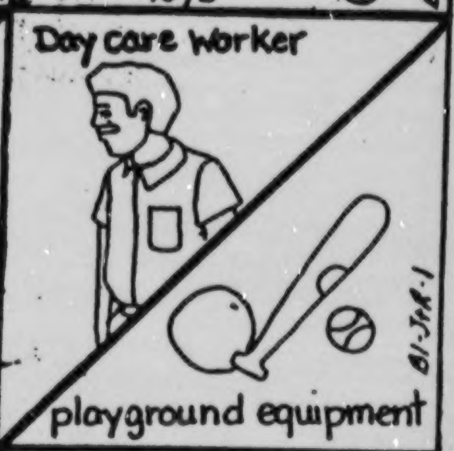

Tailor
scissors
BI-JHR-1

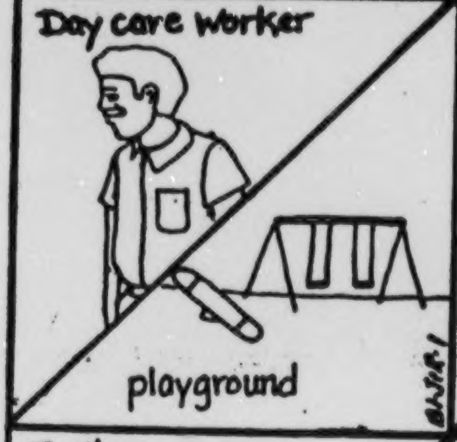

Tailor
needle
BI-JHR-1

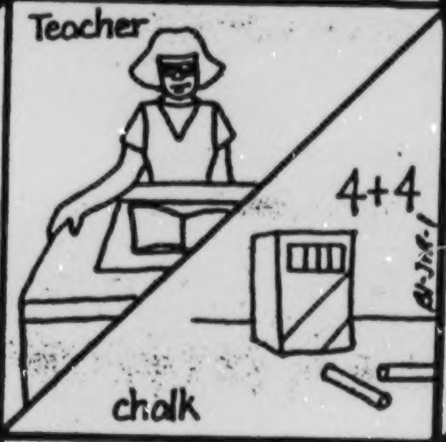

Day care worker
Toys
BI-JHR-1

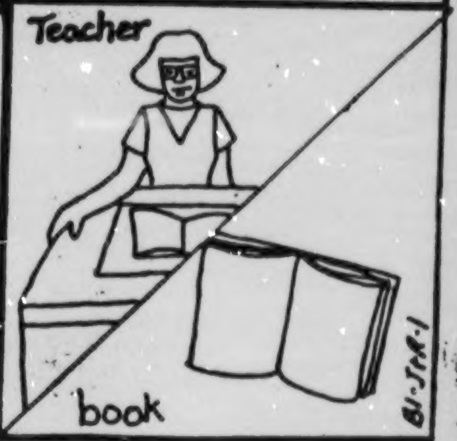

Day care worker
bandaid
BI-JHR-1

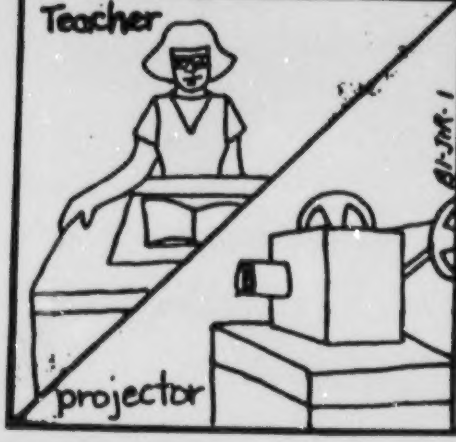

Day care worker
games
BI-JHR-1

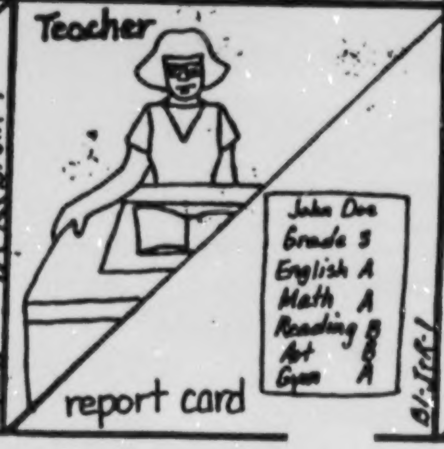

Day care worker
playground equipment
BI-JHR-1

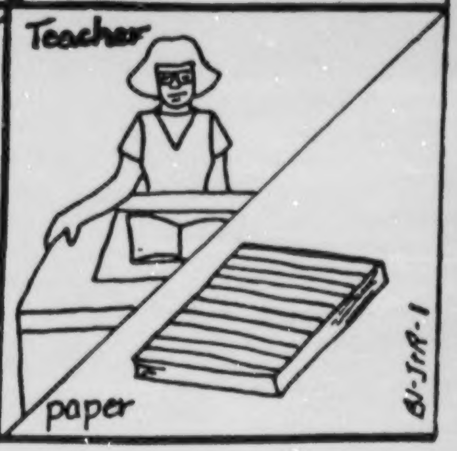

Day care worker
playground
BI-JHR-1


Teacher
4+4
chalk
BI-JHR-1


Teacher
book
BI-JHR-1


Teacher
projector
BI-JHR-1


Teacher
John Doe
Grade 5
English A
Math A
Reading B
Art B
Gym A
report card
BI-JHR-1


Teacher
paper
BI-JHR-1

cut out bingo calling cards on horizontal and vertical lines only

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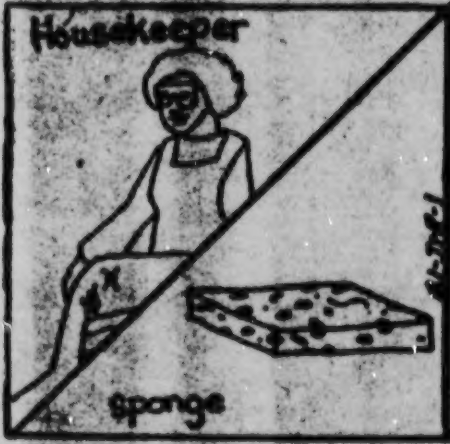
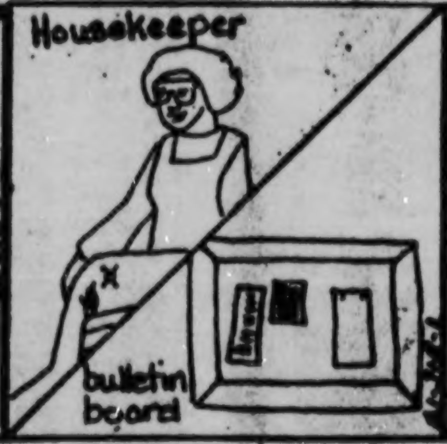
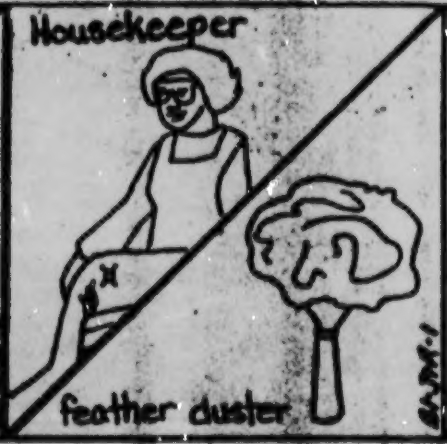
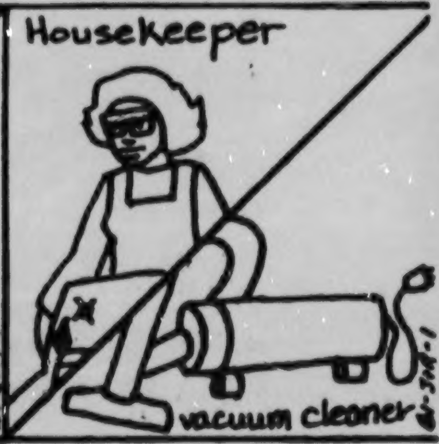
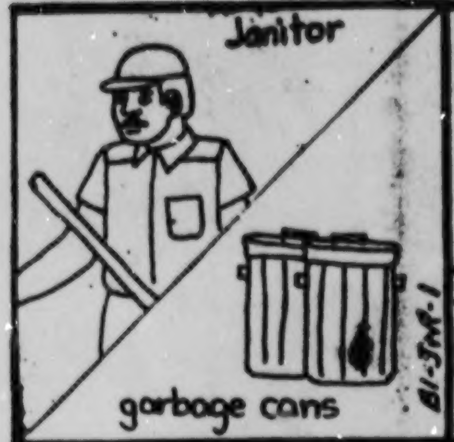

Housekeeper
sponge

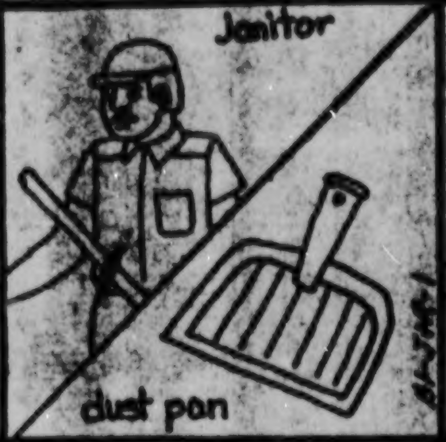

Housekeeper
bulletin board

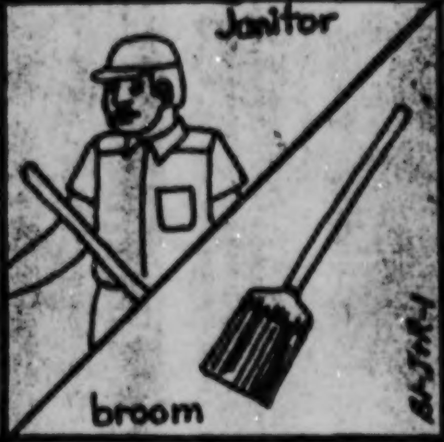

Housekeeper
feather duster

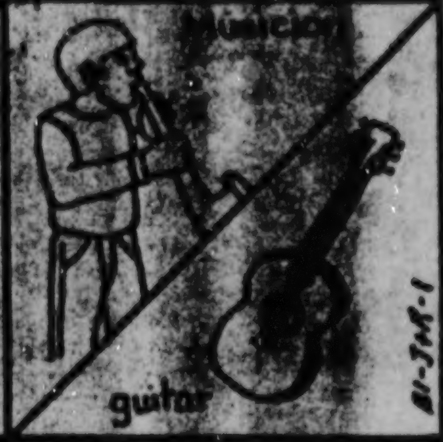

Housekeeper
vacuum cleaner

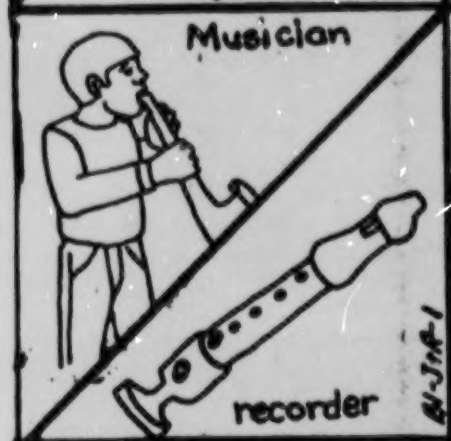
✂ cut out bingo calling cards on horizontal and vertical lines only

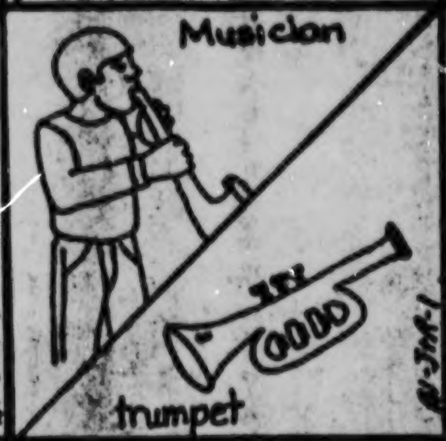

Janitor
garbage cans
BI-JHR-1

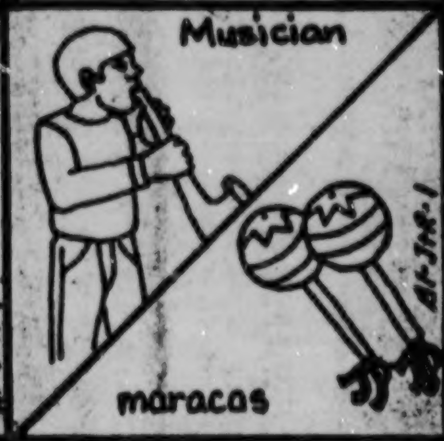

Janitor
dust pan
BI-JHR-1

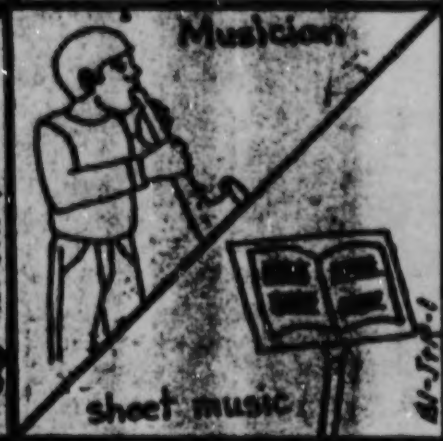

Janitor
broom
BI-JHR-1

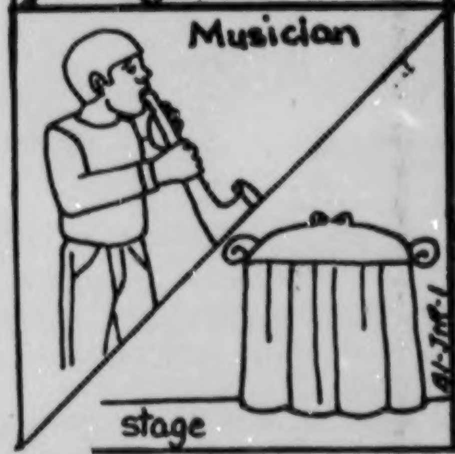

Musician
guitar
BI-JHR-1

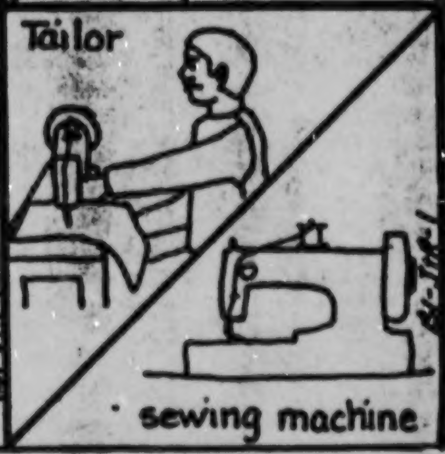

Musician
recorder
BI-JHR-1

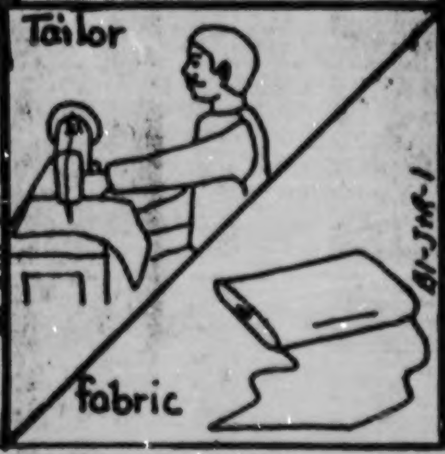

Musician
trumpet
BI-JHR-1

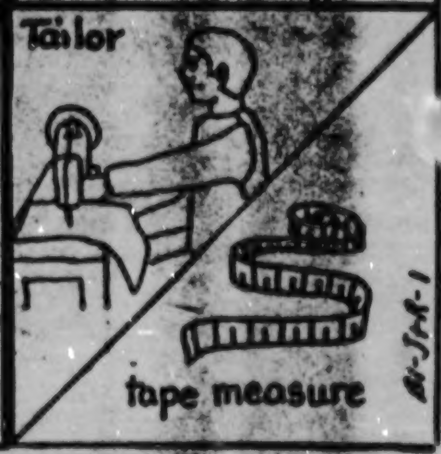

Musician
maracas
BI-JHR-1


Musician
sheet music
BI-JHR-1


Musician
stage
BI-JHR-1


Tailor
sewing machine
BI-JHR-1


Tailor
fabric
BI-JHR-1


Tailor
tape measure
BI-JHR-1

✂ cut out bingo calling cards on horizontal and vertical lines only

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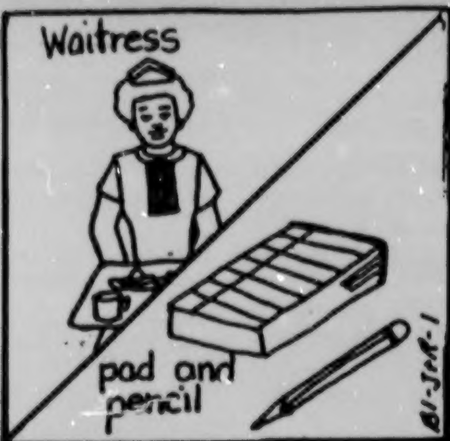
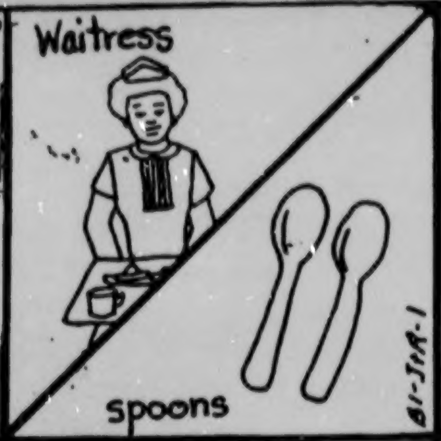
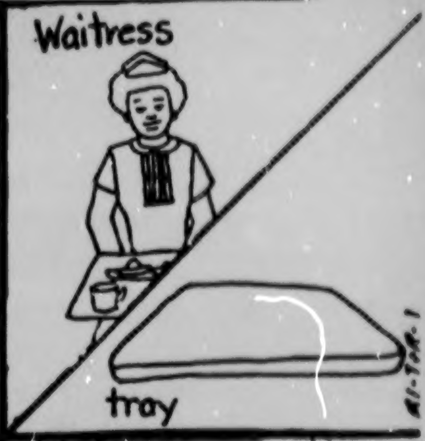
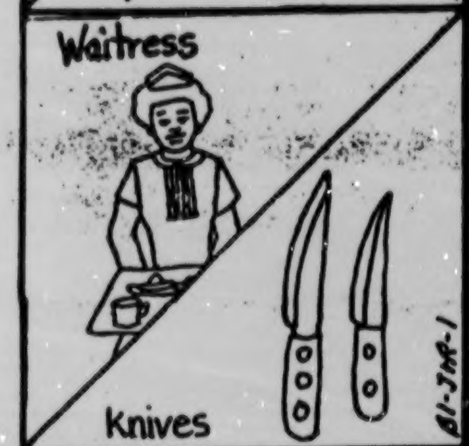
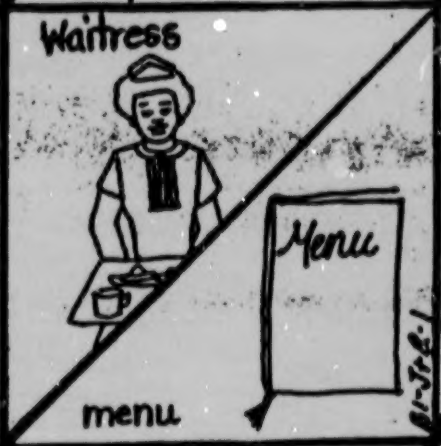
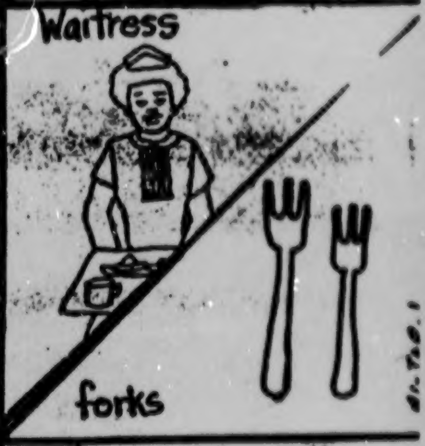

Waitress
pad and pencil
BI-JrR-1

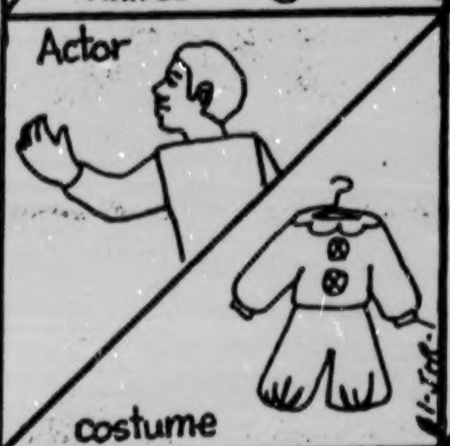

Waitress
spoons
BI-JrR-1

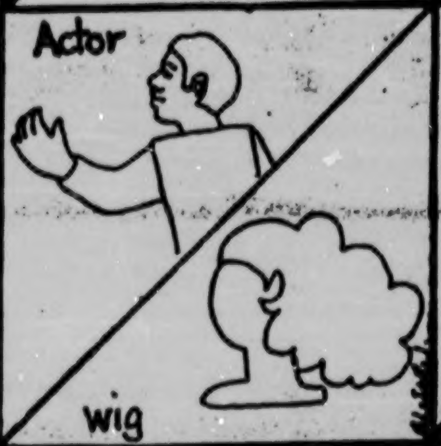

Waitress
tray
BI-JrR-1

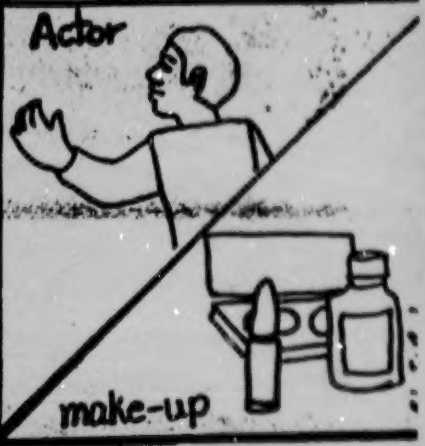

Waitress
knives
BI-JrR-1

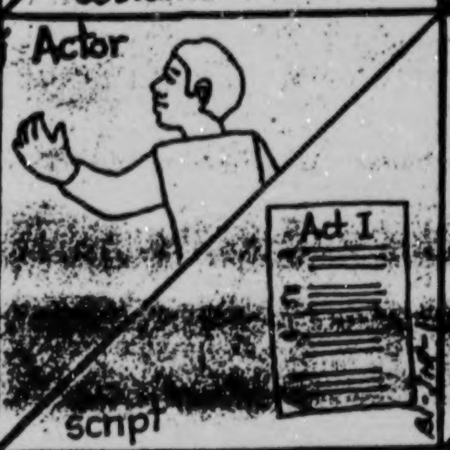

Waitress
Menu
menu
BI-JrR-1

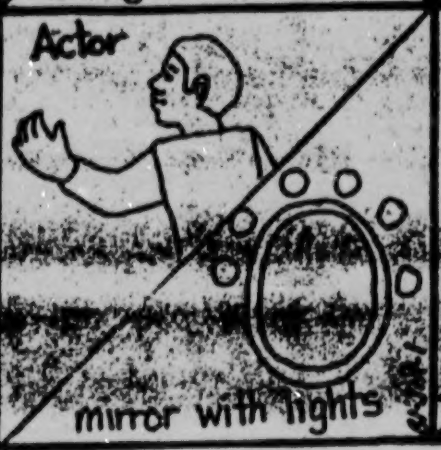

Waitress
forks

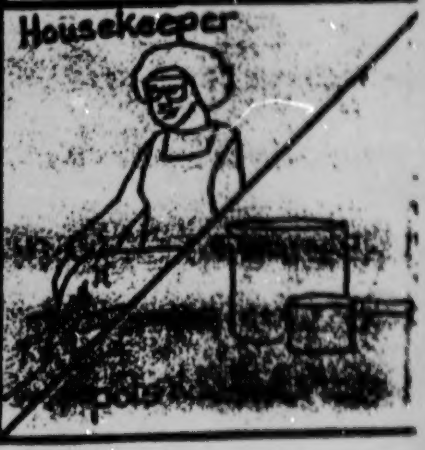

Actor
costume
BI-JrR-1




Actor
make-up


Actor
Act I
script


Actor
mirror with lights


Housekeeper
pots

✂ cut out bingo calling cards on horizontal and vertical li

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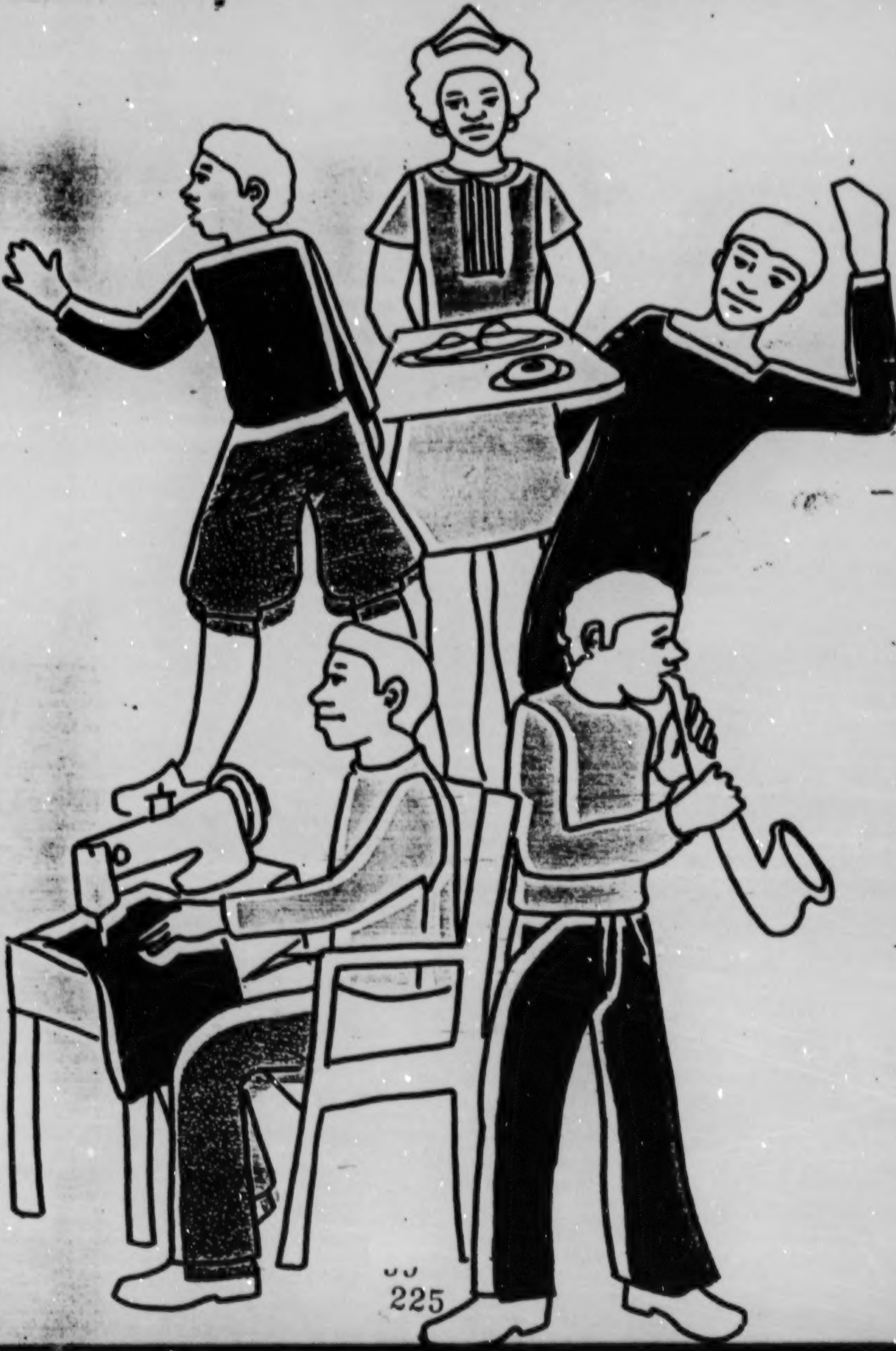
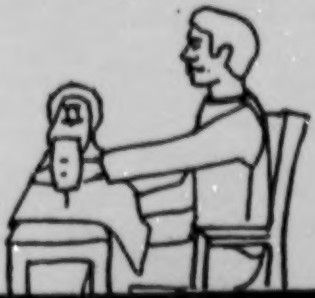
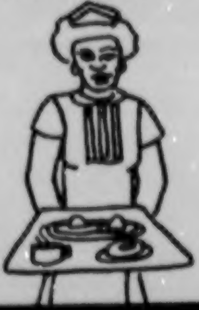
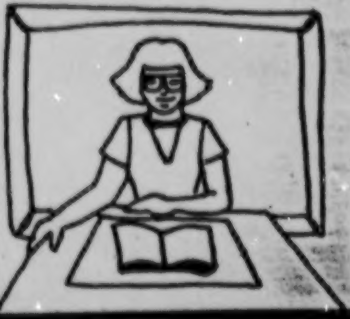
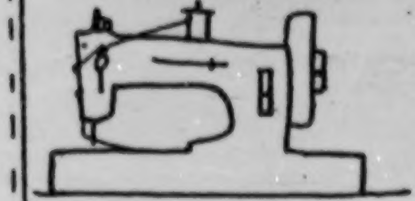
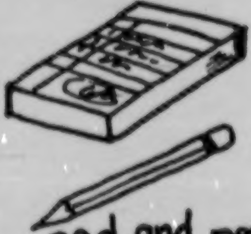
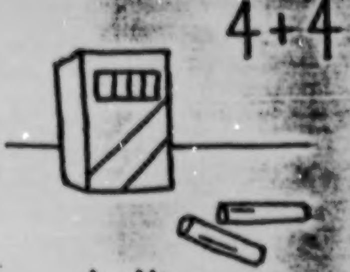
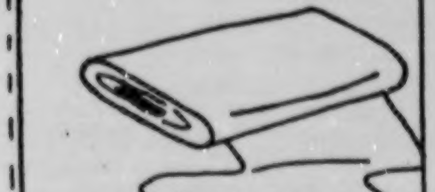
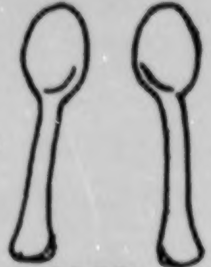
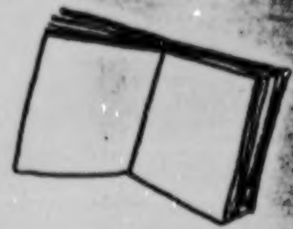
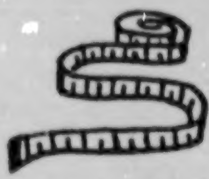
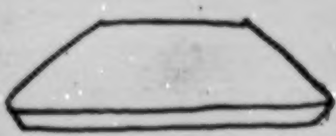
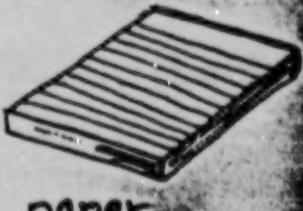
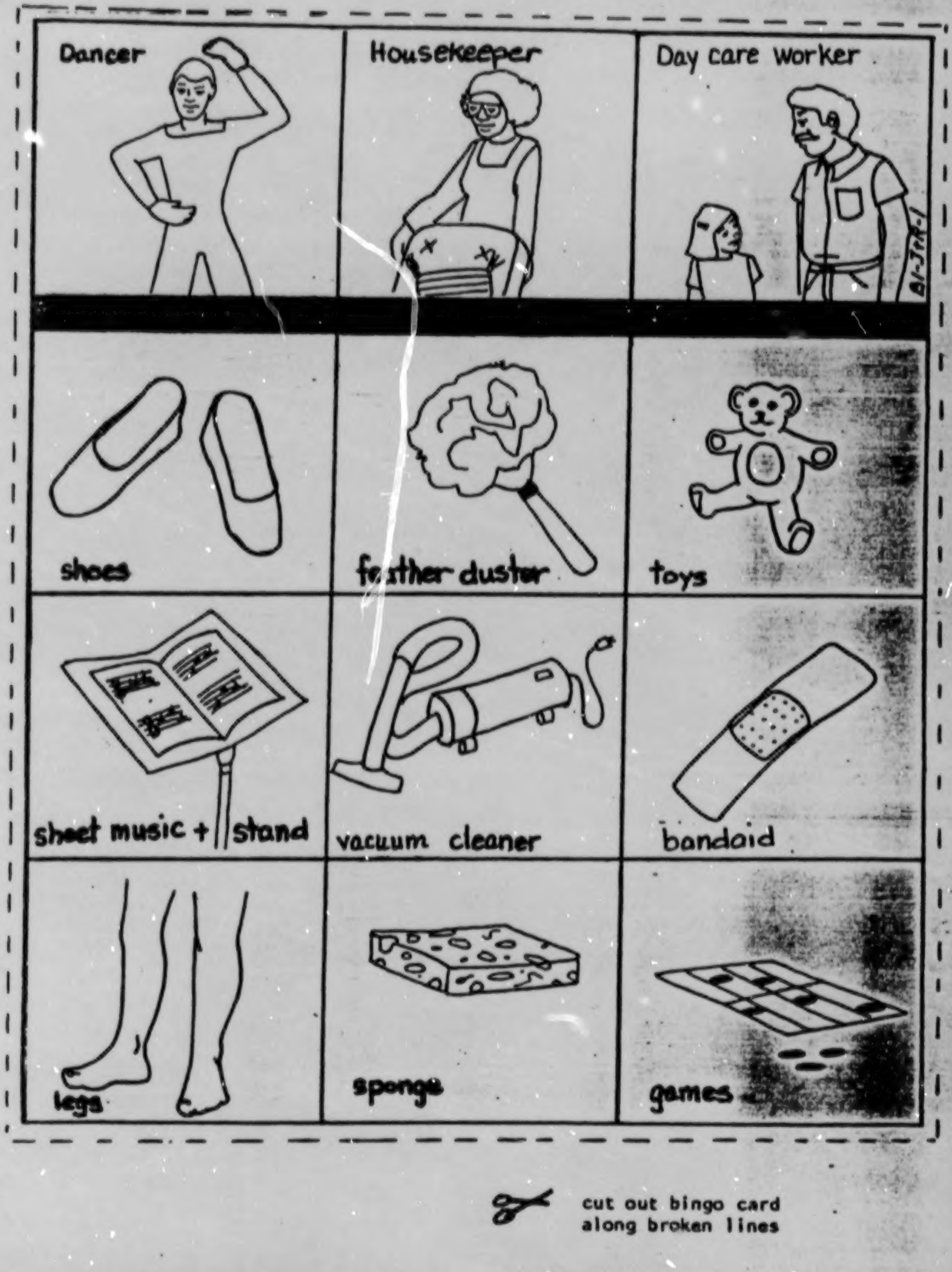
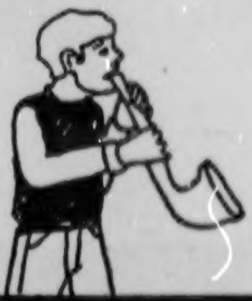
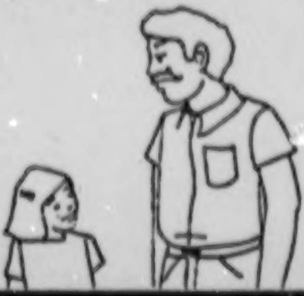
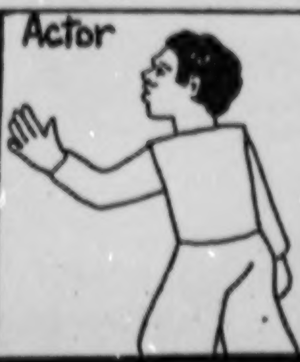
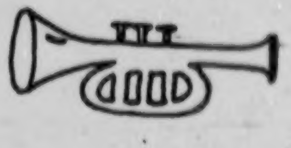
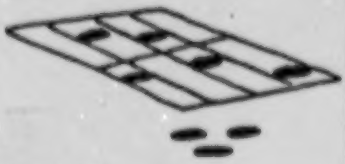
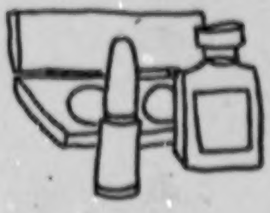
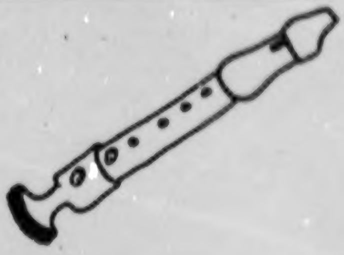
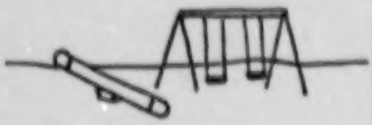
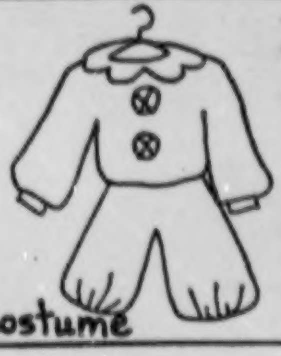
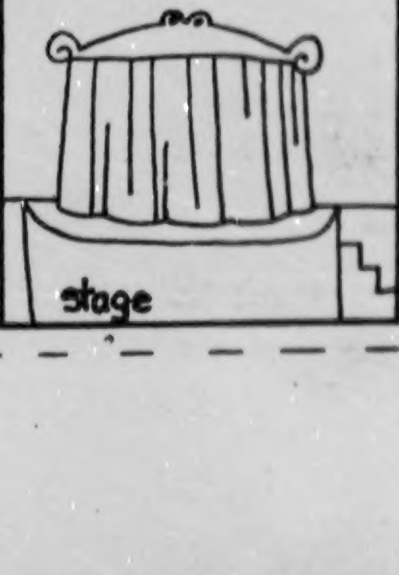
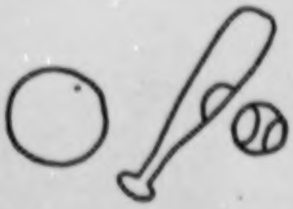
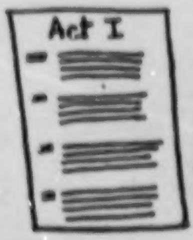


Tailor 	Waitress 	Teacher  B1-JtR-1
 sewing machine	 pad and pencil	 chalk
 fabric	 spoon	 book
 tape measure	 tray	 paper

cut out bingo card
along broken lines

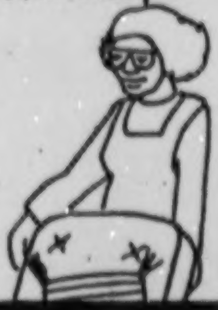

Dancer
Housekeeper
Day care worker
Bl-Jtk-1
shoes
feather duster
toys
sheet music + stand
vacuum cleaner
bandaid
legs
sponge
games

cut out bingo card
along broken lines

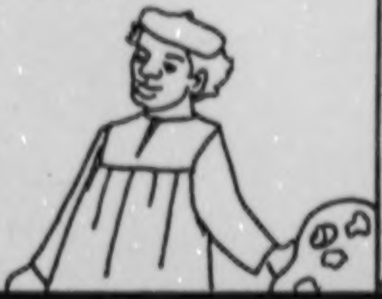
Musician 	Day care worker 	Actor  BI-JPR-1
 trumpet	 games	 make-up
 recorder	 play ground	 costume
 stage	 playground equipment	 script

cut out bingo card along broken lines

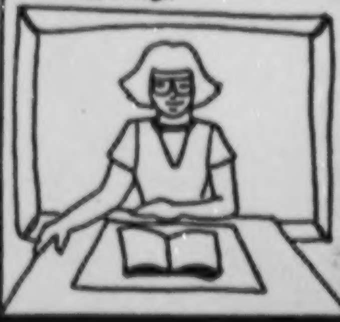
Housekeeper



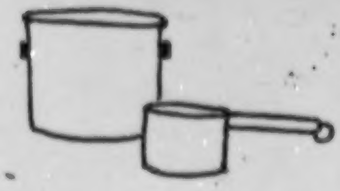
Artist



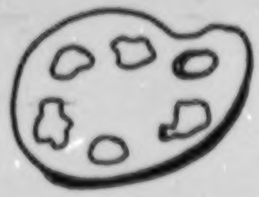
Teacher



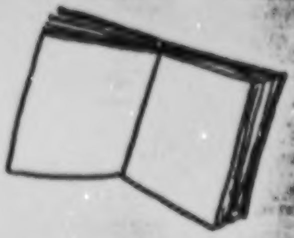
B1-JtR-1



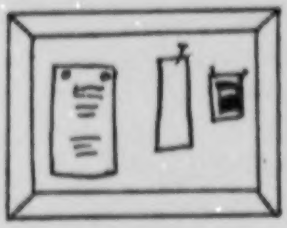
pots



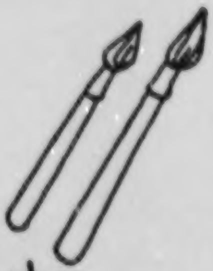
palette



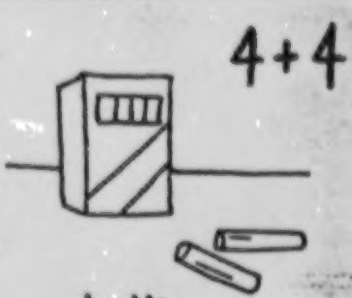
book



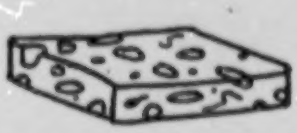
bulletin board



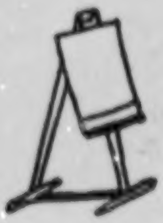
brushes



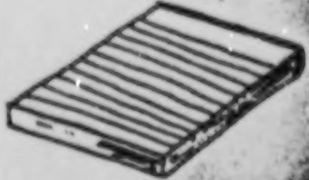
chalk



sponge

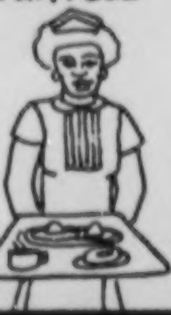
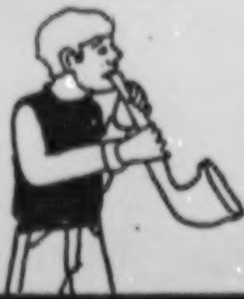
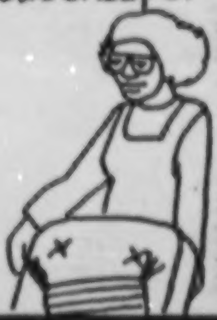
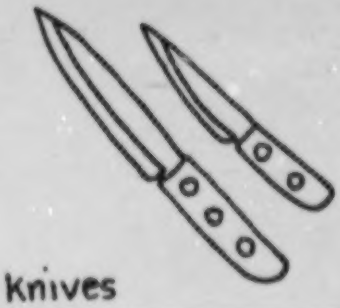
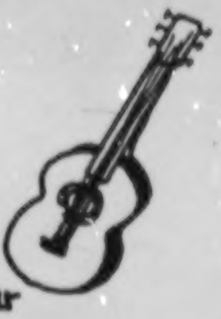
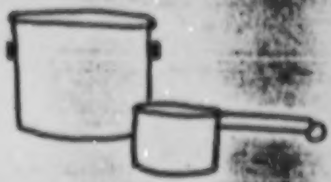
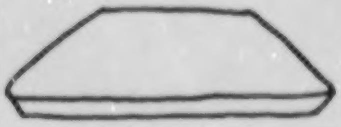
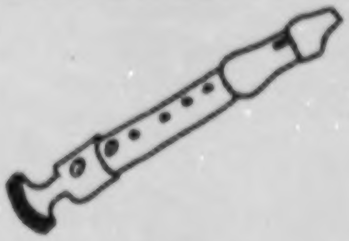
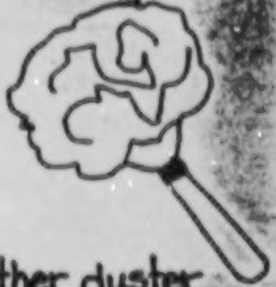
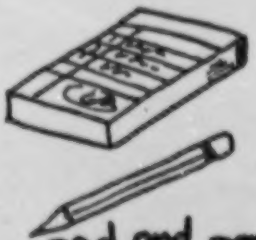
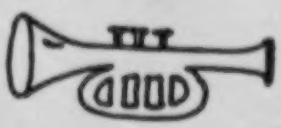
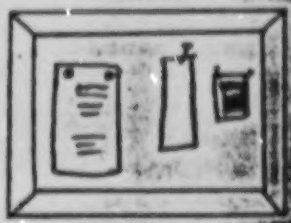


easel



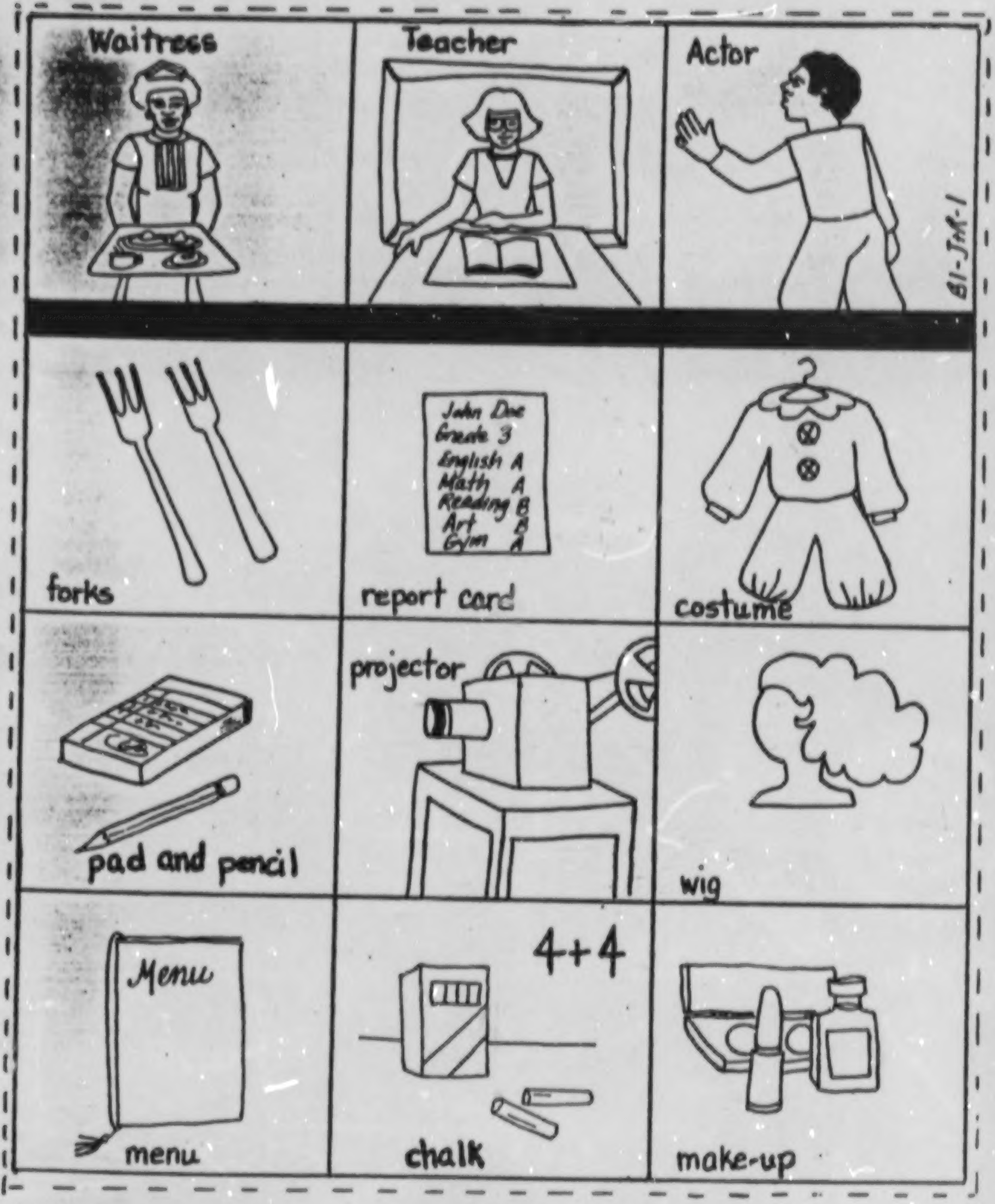
paper

cut out bingo card
along broken lines

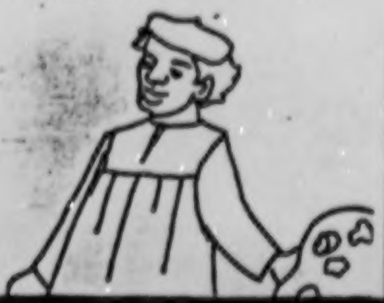
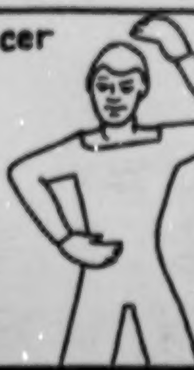
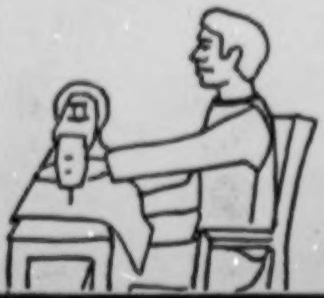
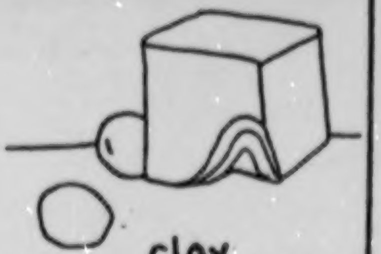
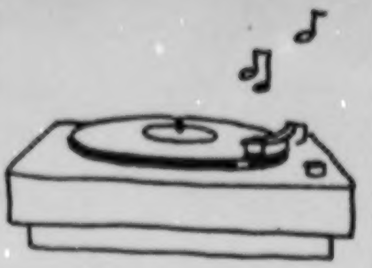
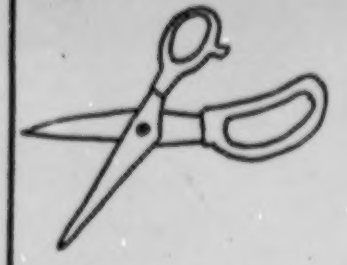
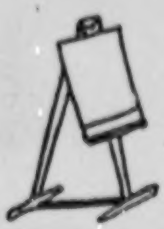
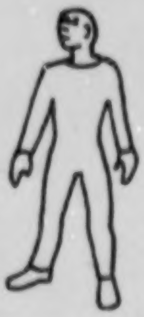
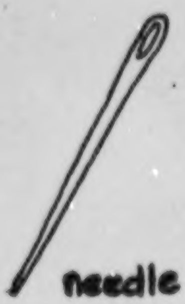
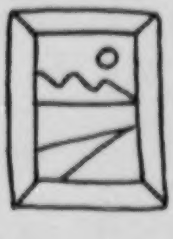
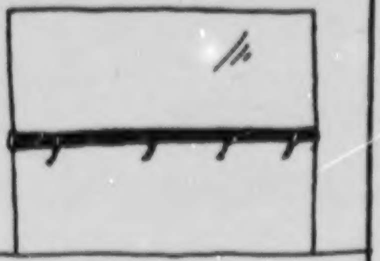
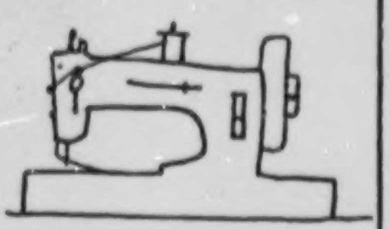
Waitress 	Musician 	Housekeeper 
 knives	 guitar	 pots
 tray	 recorder	 feather duster
 pad and pencil	 trumpet	 bulletin board

81-J+R-1

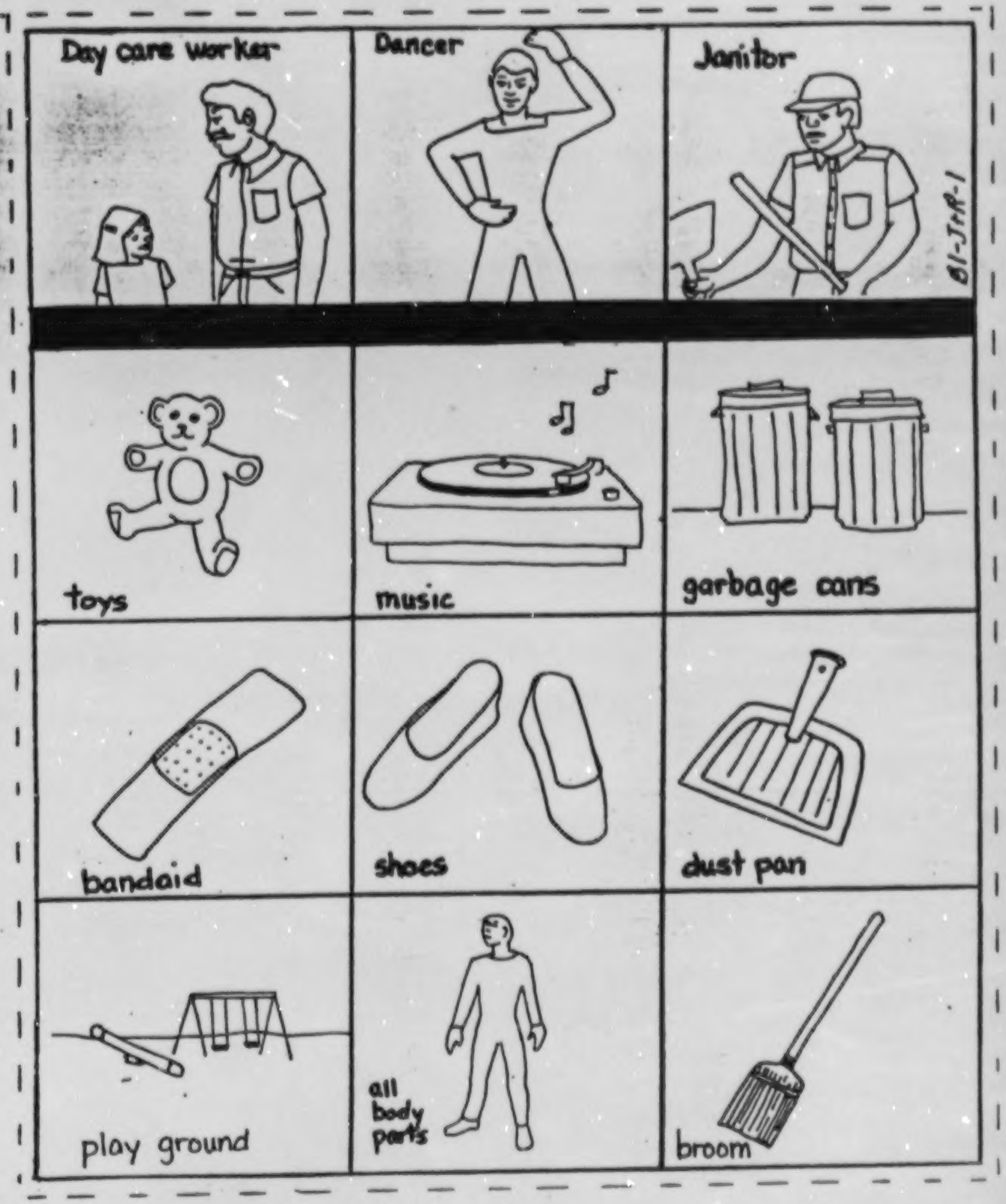
cut out bingo card
along broken lines


Waitress
Teacher
Actor
B1-JnR-1
John Doe
Grade 3
English A
Math A
Reading B
Art B
Gym A
forks
report card
costume
projector
pad and pencil
wig
Menu
4+4
menu
chalk
make-up

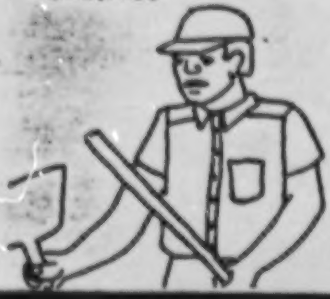
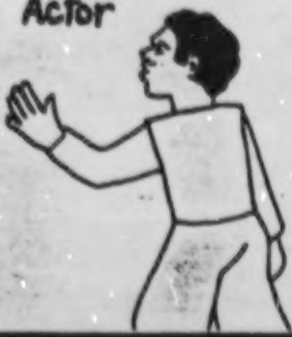
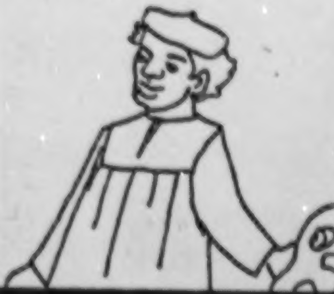
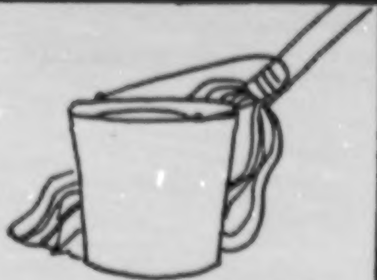
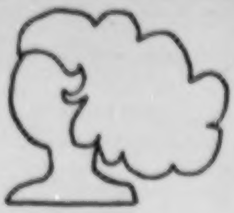
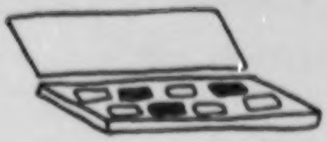
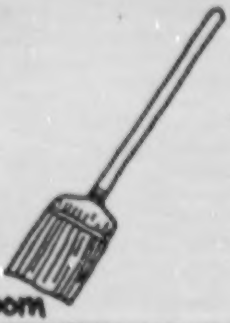
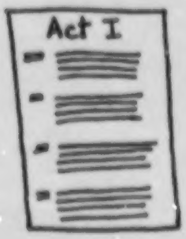
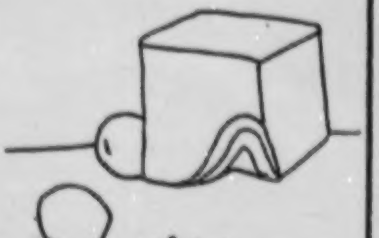
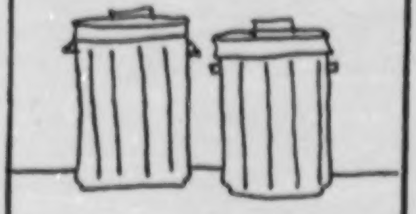
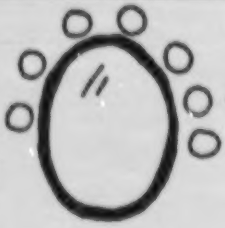
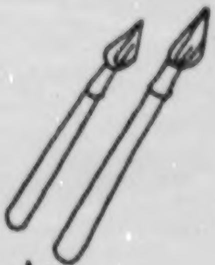
cut out bingo card along broken lines

Artist 	Dancer 	Tailor  B1-JrR-1
 clay	 music	 scissors
 easel	 all body parts	 needle
 picture in frame	 barre + mirror	 sewing machine

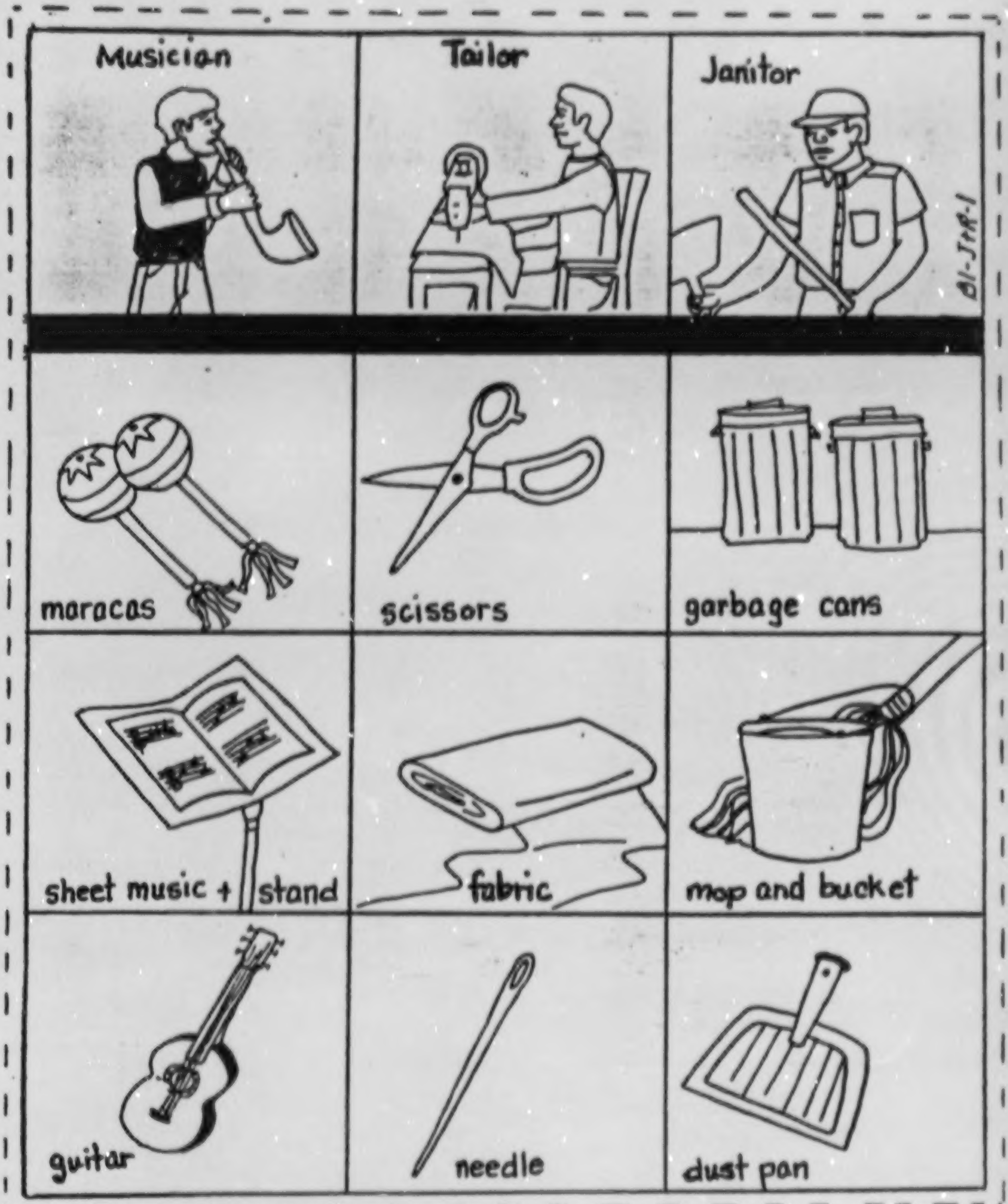
cut out bingo card
along broken lines


Day care worker
Dancer
Janitor
B1-JrR-1
toys
music
garbage cans
bandaid
shoes
dust pan
play ground
all body parts
broom

cut out bingo card
along broken lines

Janitor 	Actor 	Artist  B1-JtR-1
 mop and bucket	 wig	 water colors
 broom	 script	 clay
 garbage cans	 mirror with lights	 brushes

cut out bingo card
along broken lines


Musician
Tailor
Janitor
BI-JHR-1
maracas
scissors
garbage cans
sheet music + stand
fabric
mop and bucket
guitar
needle
dust pan

cut out bingo card
along broken lines

B1-J&R-2

Helper Stories

ARTS & HUMANITIES
HOMEMAKING

Directions:

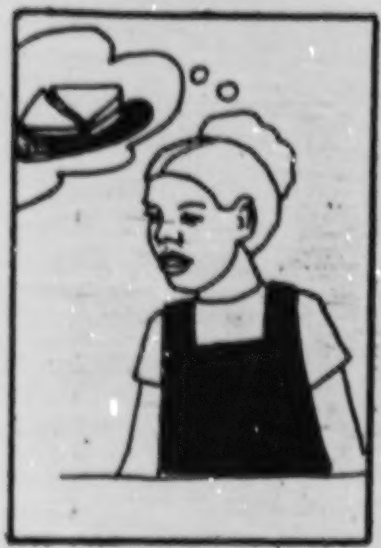
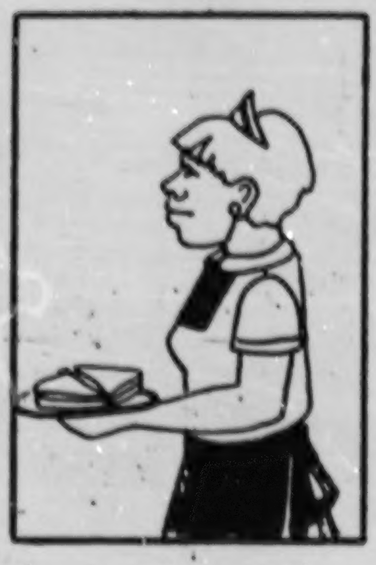
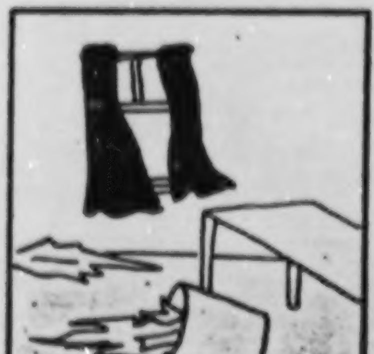
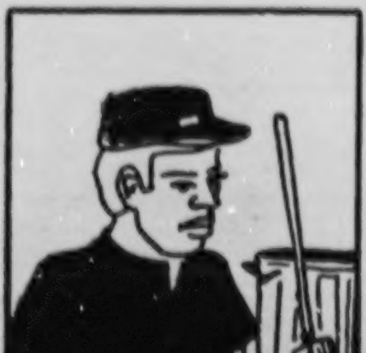
Identify need and worker who can satisfy the need. Student names and draws picture of a family member who could satisfy each need.

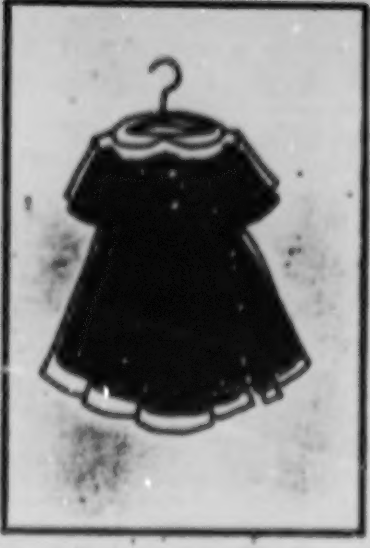
Materials:

Included:
- Folder

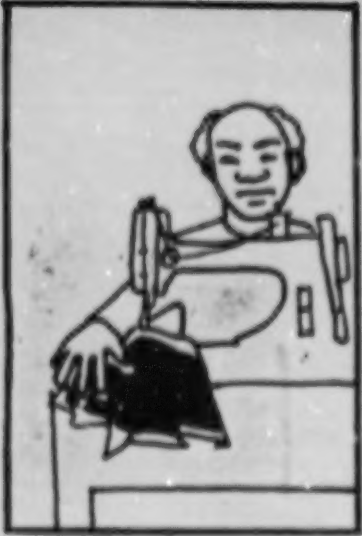
Needed:
- Drawing paper
- Crayons

Who helps at home ?

Need	Helper	Family Member
 **hungry child**	 **waitress**	?
 **messy room**	 **janitor**	?

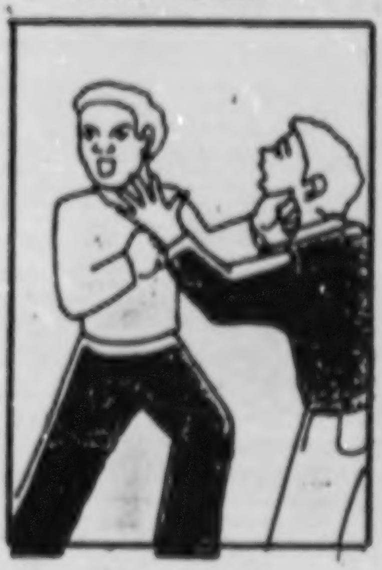


torn dress

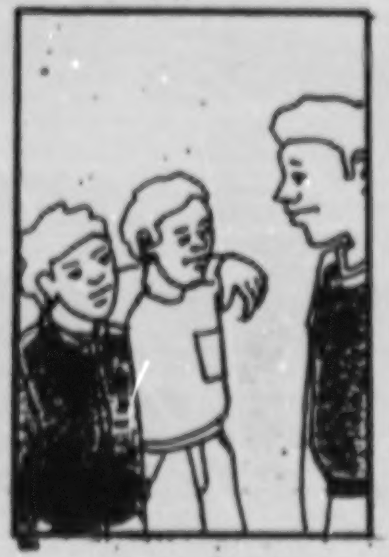


tailor

?

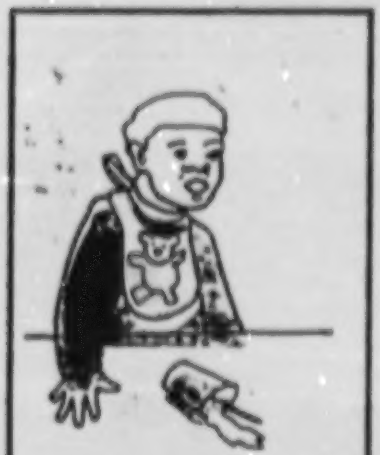


angry children

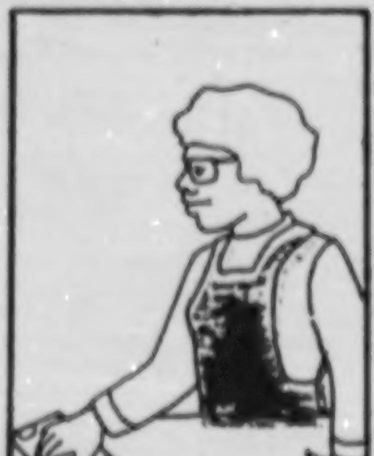


day care worker

?



spilt milk



housekeeper

?

Needs and Helpers

ARTS & HUMANITIES
HOMEMAKING

Directions:

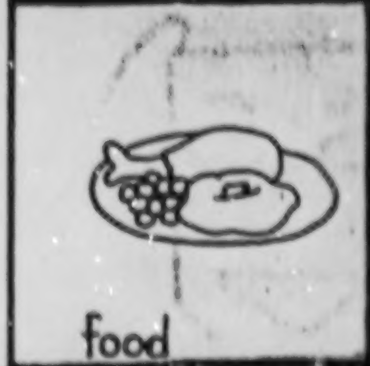
Read "needs" and "helpers." Tell a story about family members taking care of family needs, using figures to illustrate story.

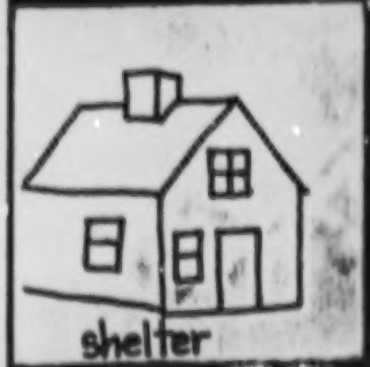
Materials:

Included:
- 5 Figures
- 5 Figure stands

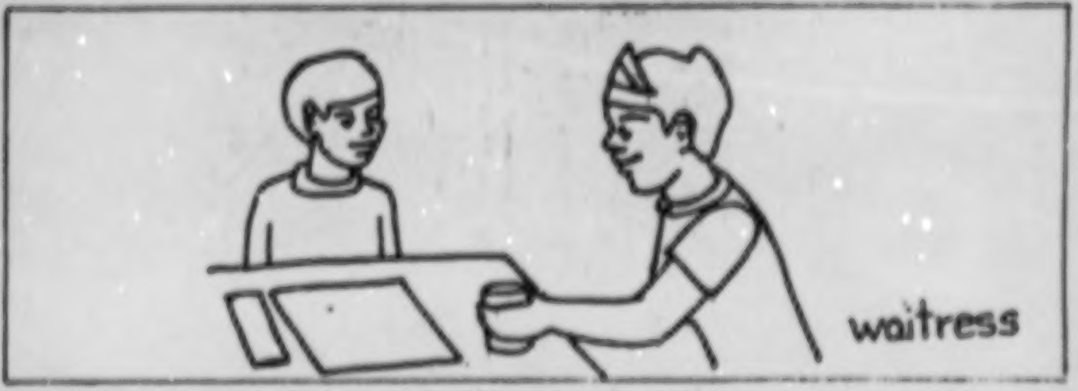
Needed:
- None

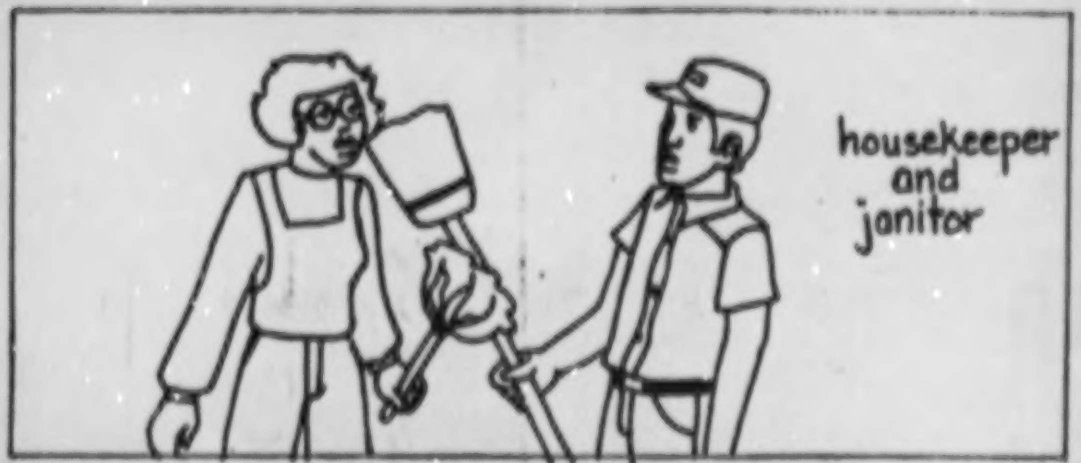
NEEDS

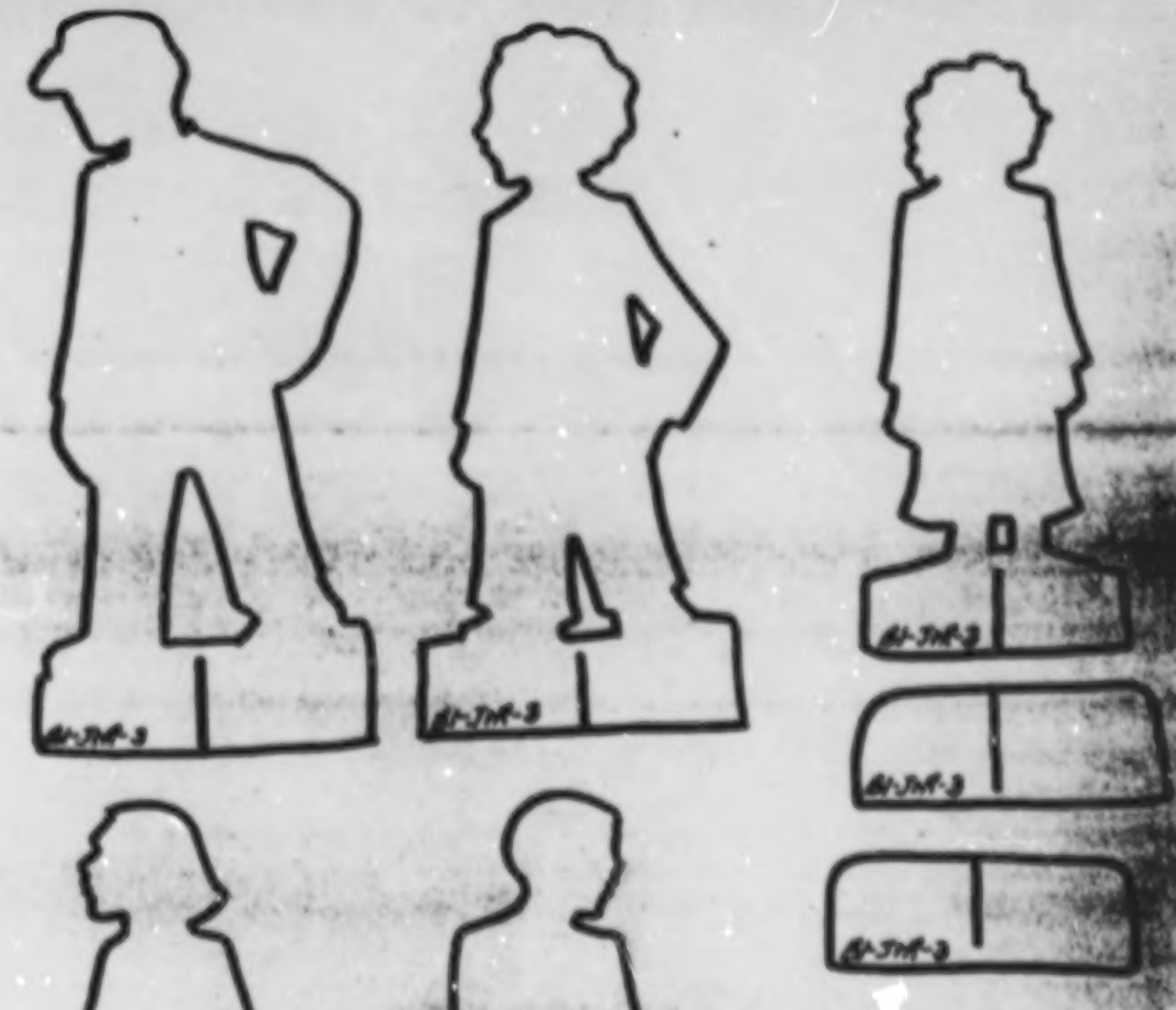




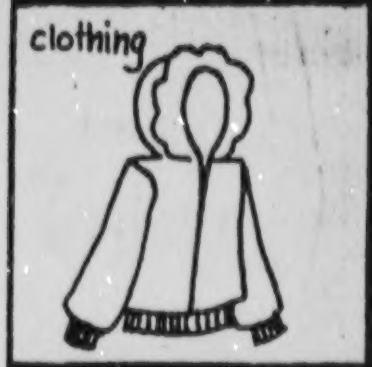
HELPERS

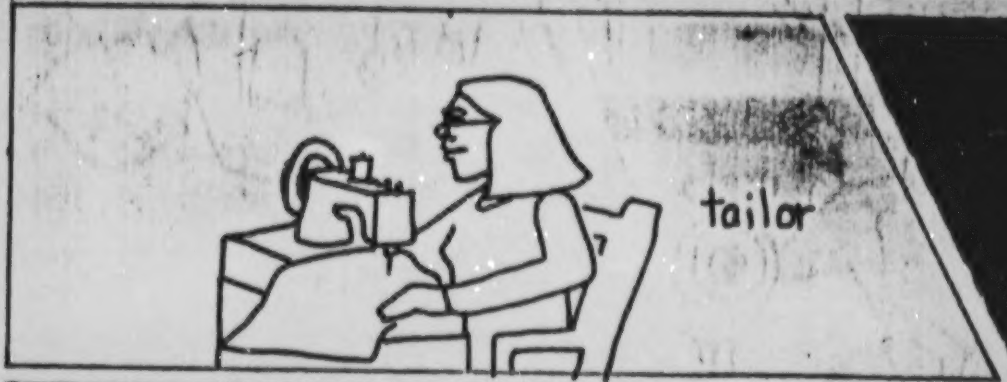


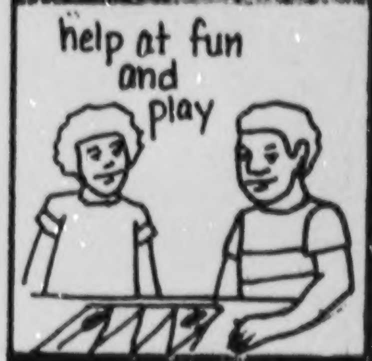

housekeeper
and
janitor

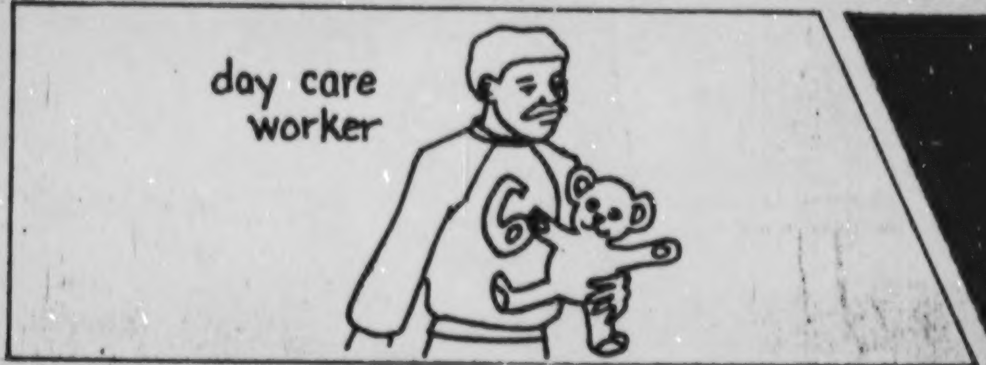

Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3
Al-JHF-3

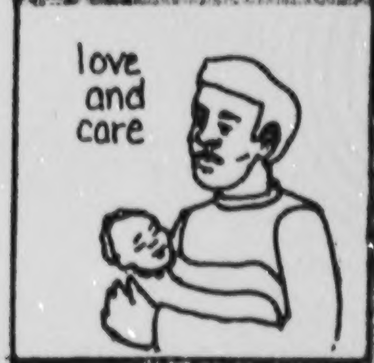
✂ Cut out figures and stands
along solid lines.

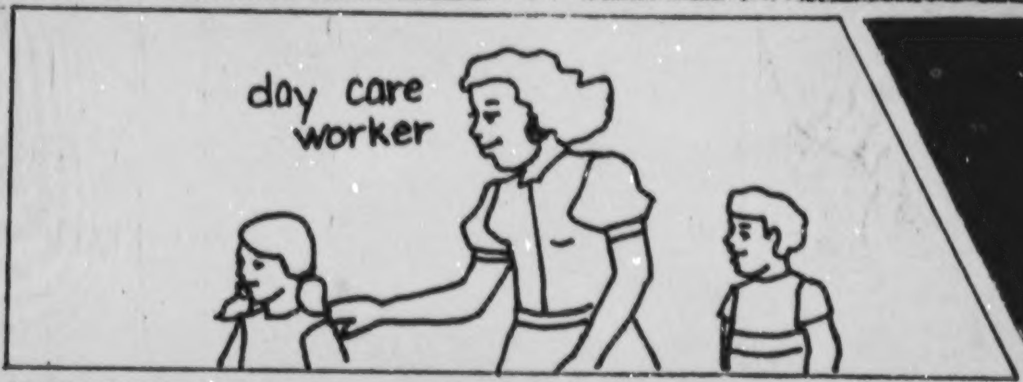

clothing


tailor


help at fun
and
play


day care
worker


love
and
care


day care
worker

B1-J&R-4

Tailor

ARTS & HUMANITIES
HOMEMAKING

Directions:

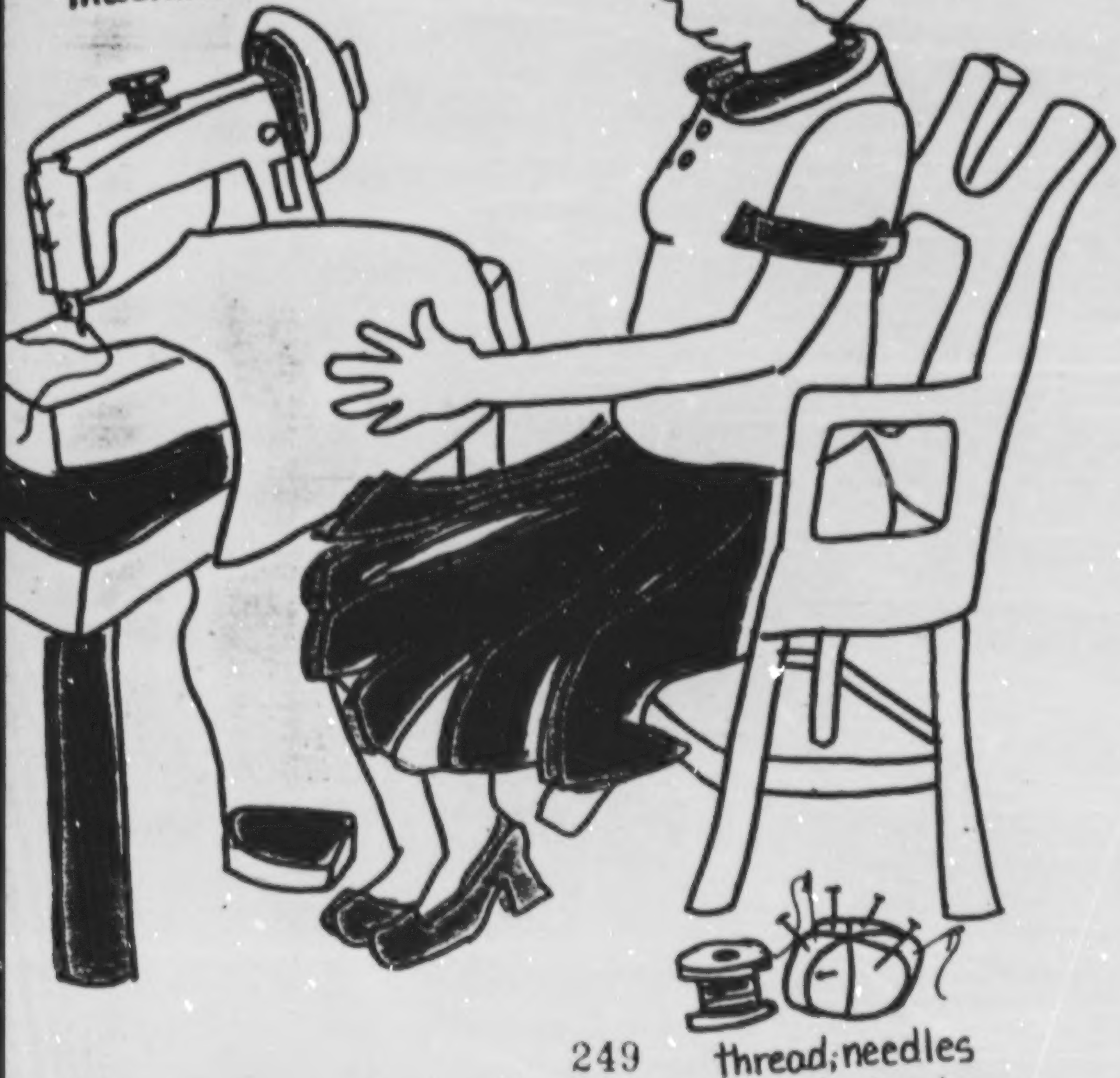
1. Trace figure pattern on heavy paper and cut out.
2. Trace overalls pattern on cotton fabric, cut out, and paste on figure.

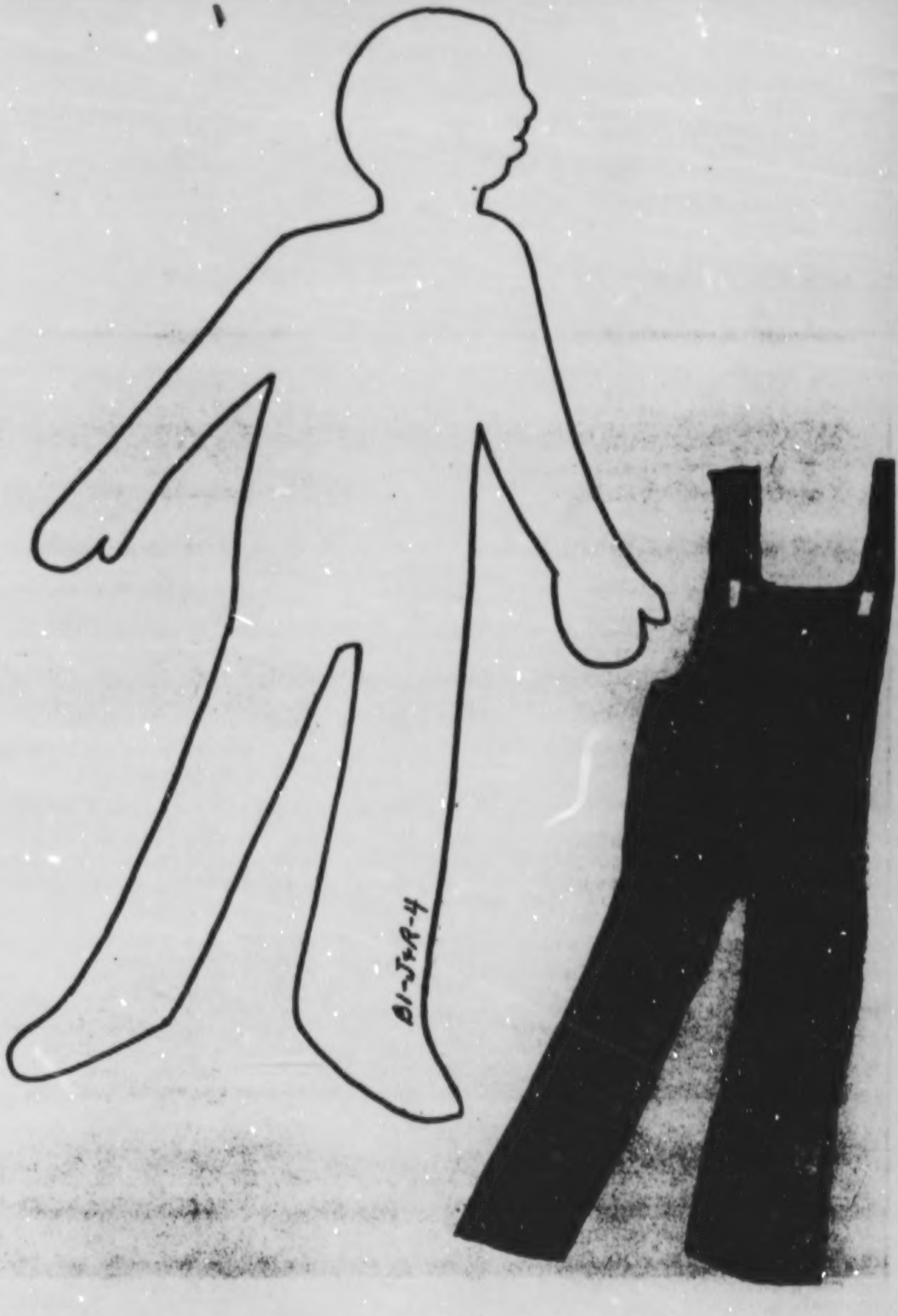
Materials:

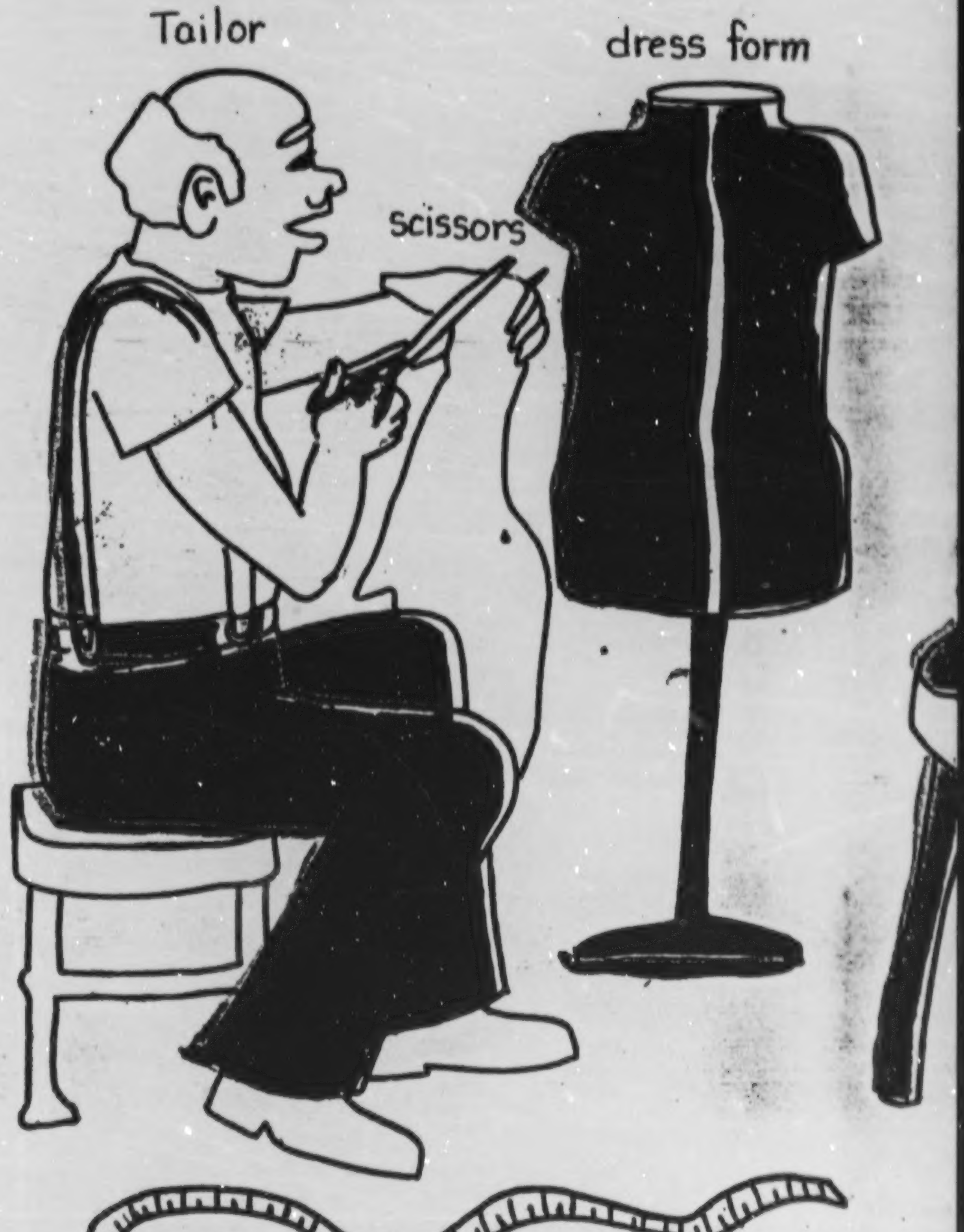
Included:
  Figure pattern
  Overalls pattern

Needed:
  Cotton fabric (overalls)
  Oak tag (figure)
  Scissors
  Paste
  Pen

Tailor


sewing machine
thread; needles and pins in a pin cushion


B1-J+R-4


Tailor
dress form
scissors
tape measure

B1-J&R-5

Tool Match-ups

ARTS & HUMANITIES
HOMEMAKING

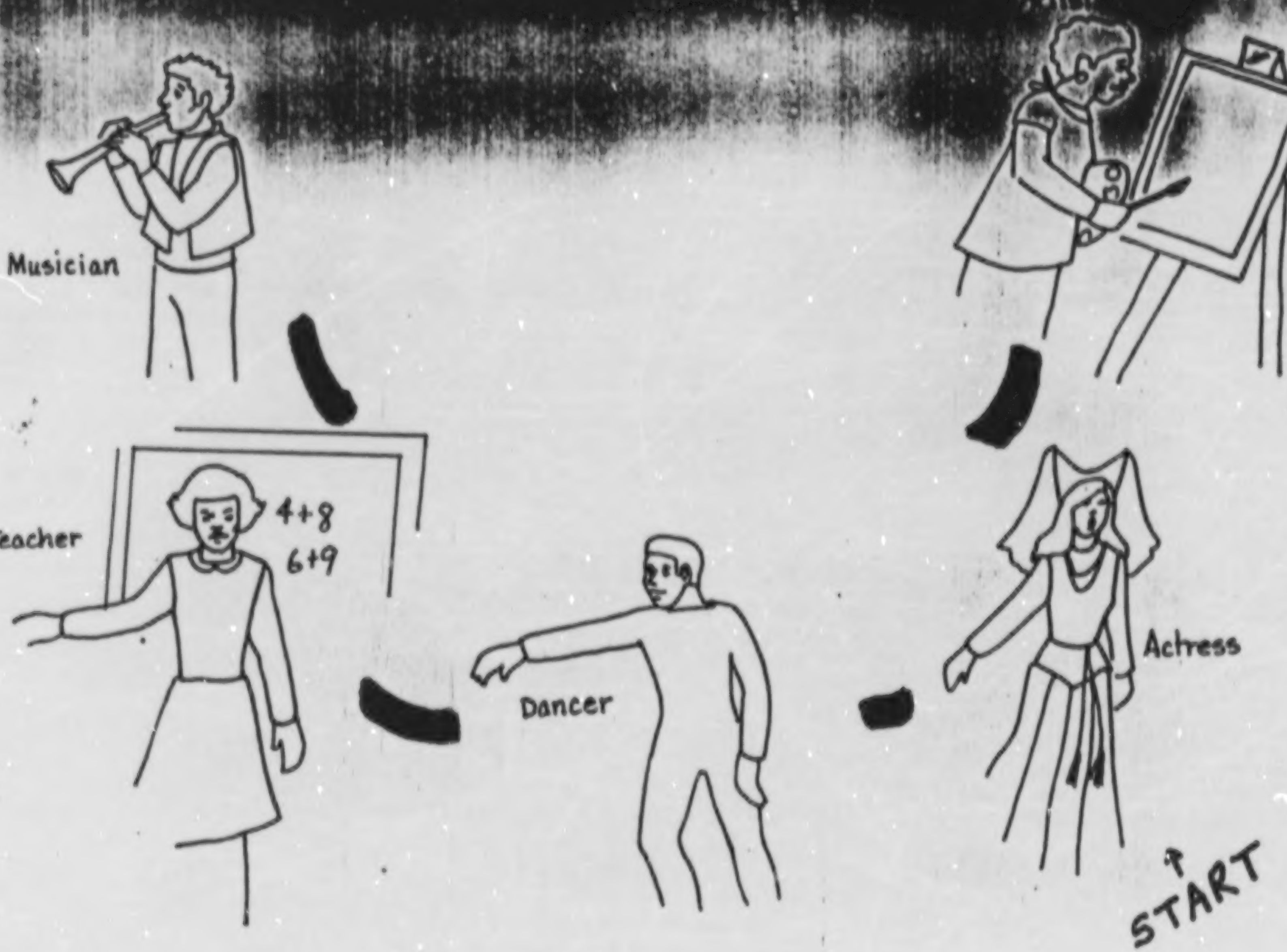
Directions:

1. Deal tool cards. Take turns rolling die and moving marker on game board.
2. Name workers in spaces landed on, and put any tool cards for worker next to worker space.
3. After every player has gone around the board twice, winner is player with fewest tool cards left in hand.

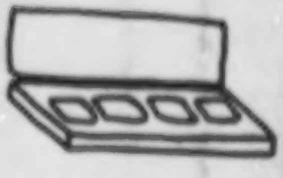
Materials:

Included:
Game board
12 Tool cards

Needed:
Die
Buttons, for markers

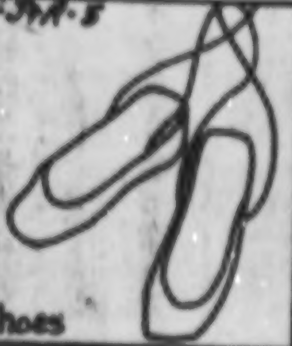

Musician
Teacher
4+8
6+9
Dancer
Actress
START

B1-J+R-5



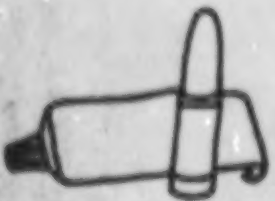
water colors

B1-J+R-5



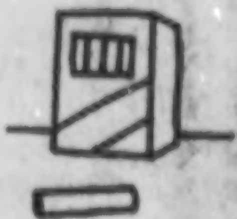
shoes

B1-J+R-5



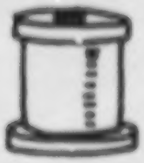
make-up

B1-J+R-5



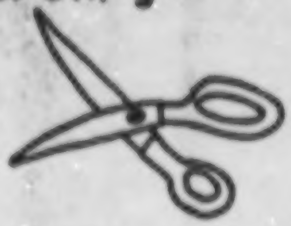
chalk

B1-J+R-5



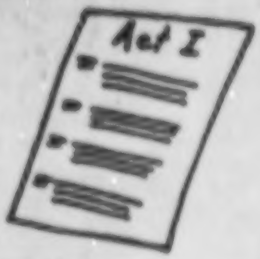
thread

B1-J+R-5



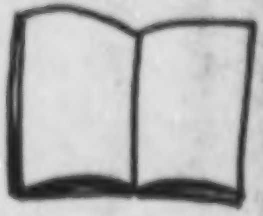
scissors

B1-J+R-5



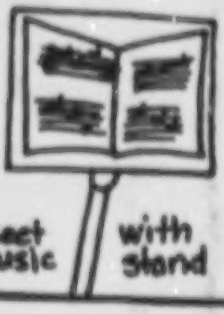
script

B1-J+R-5



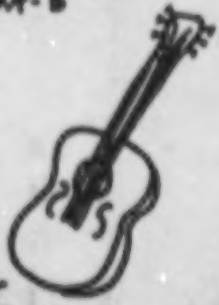
book

B1-J+R-5



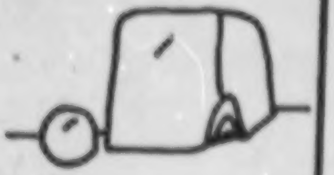
sheet music with stand

B1-J+R-5



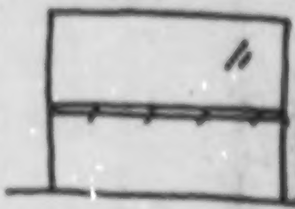
guitar

B1-J+R-5



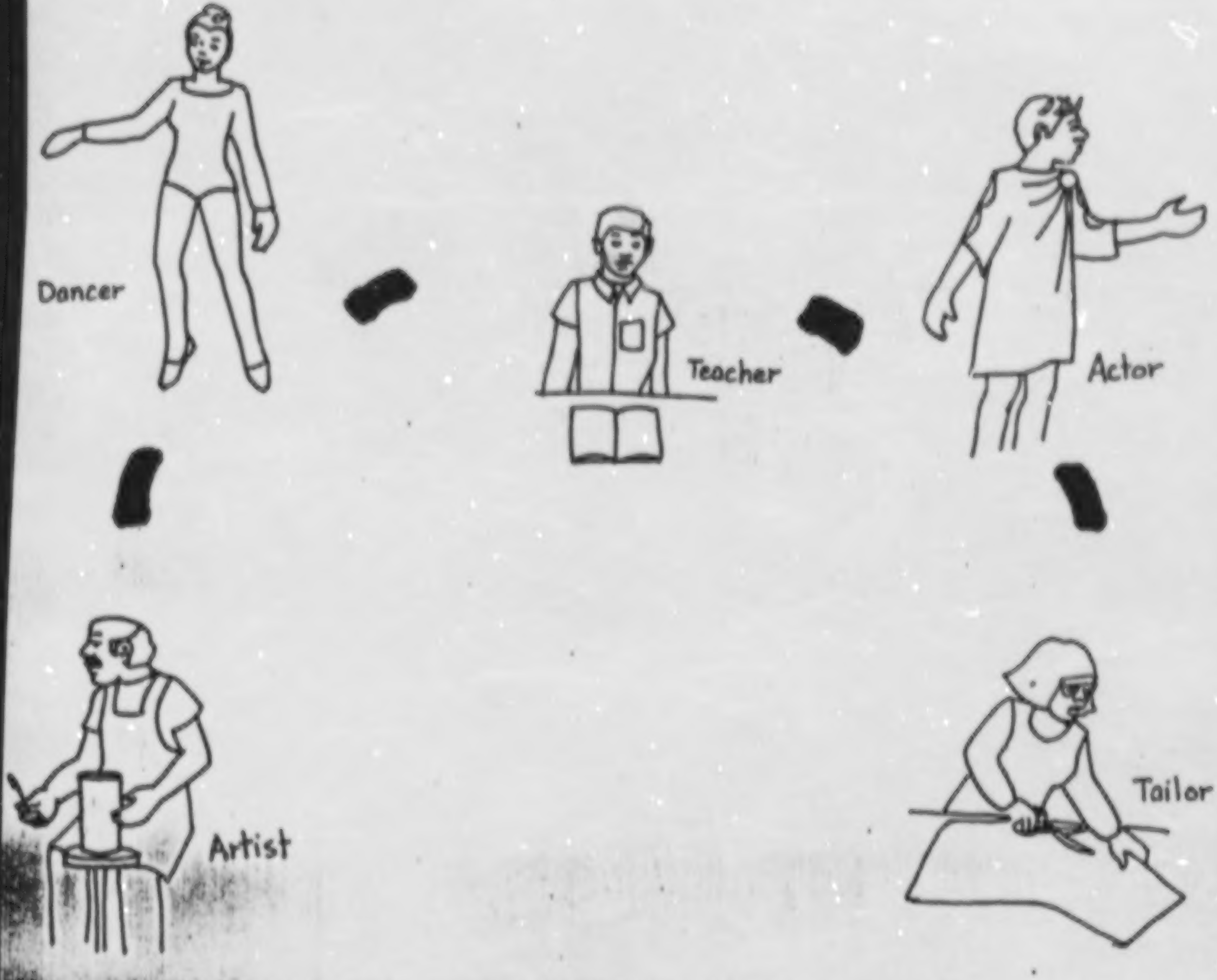
clay

B1-J+R-5



mirror with barre

make cards by cutting on solid lines.


Dancer
Teacher
Actor
Artist
Tailor

B1-J&R-6

Workers and Their Tools

ARTS & HUMANITIES
HOMEMAKING

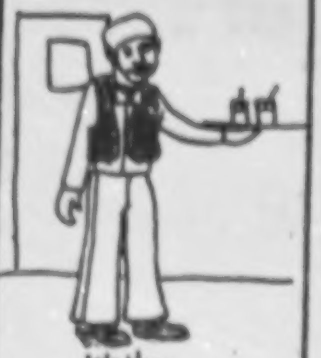
Directions:

Name all workers and all tools. Put blank card over tool picture not used by worker.

Materials:

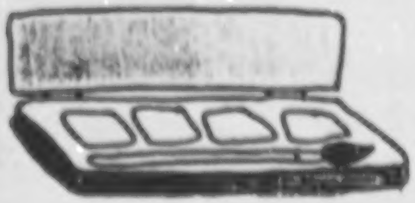
Included:
6 Blank cards

Needed:
None



Waiter

menu



paints + brush

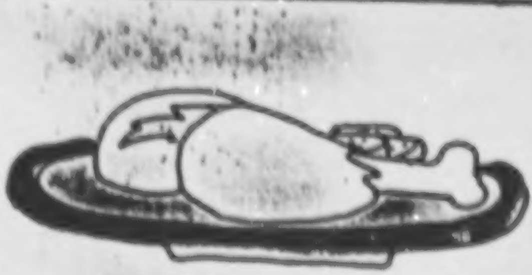
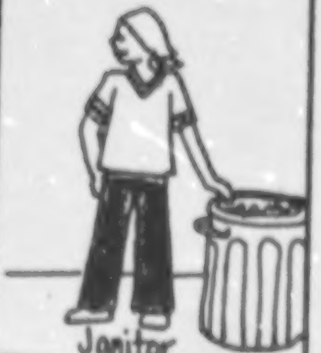
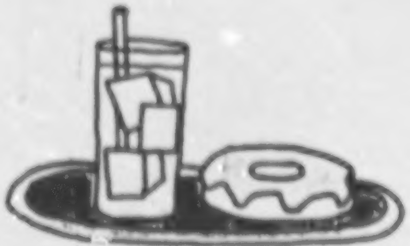


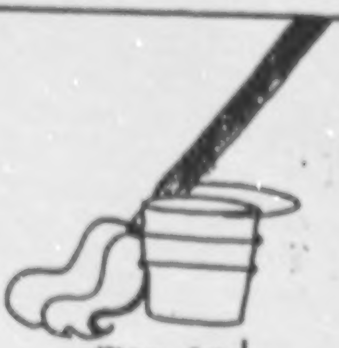
plate of food



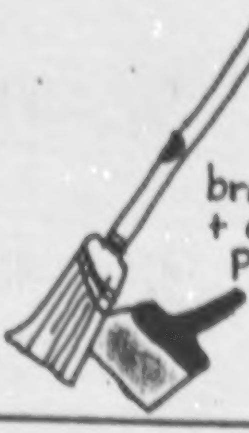
Janitor



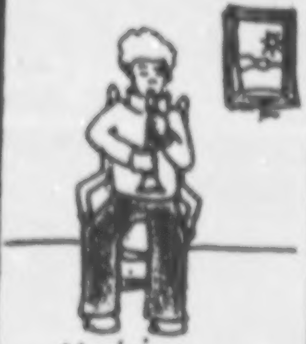
iced tea +
a doughnut



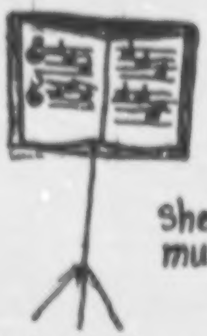
mop and
bucket



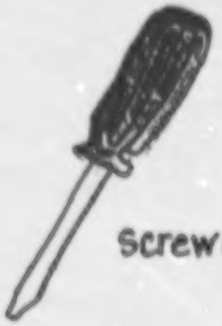
broom
+ dust
pan



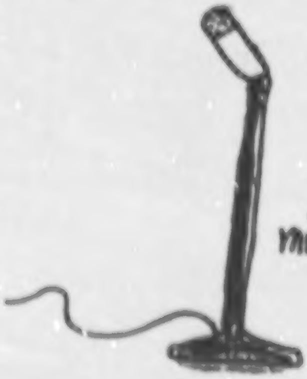
Musician



sheet
music



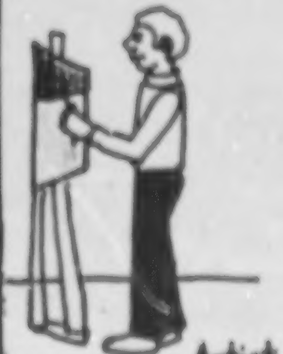
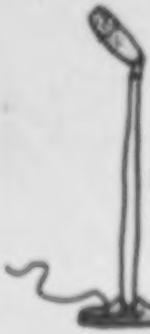
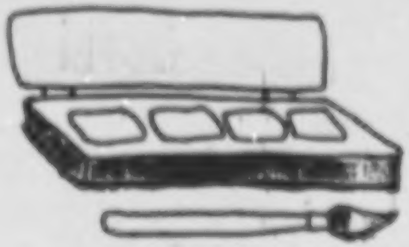
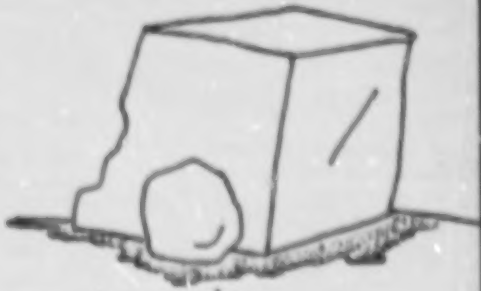
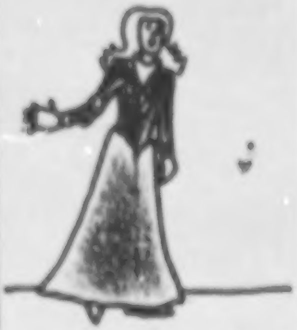
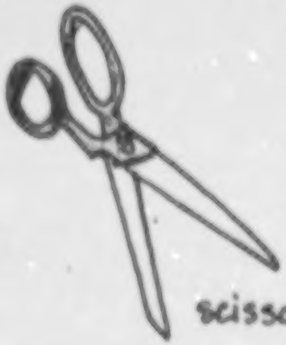
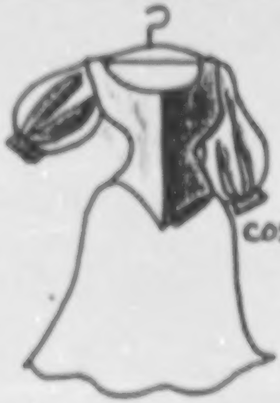
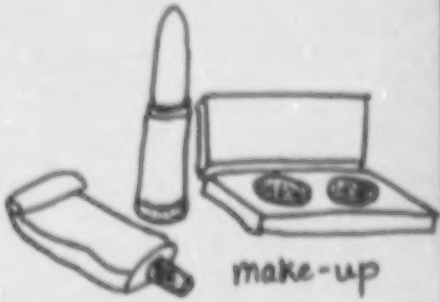
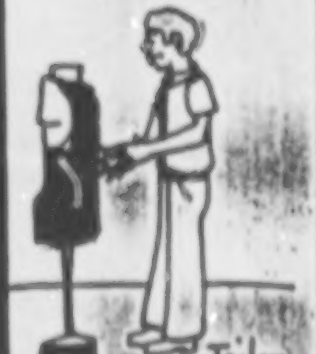
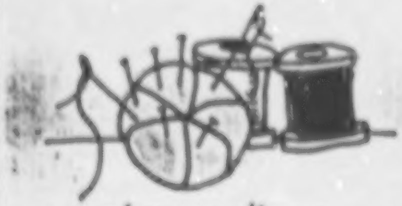
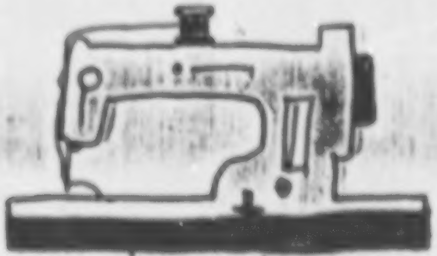
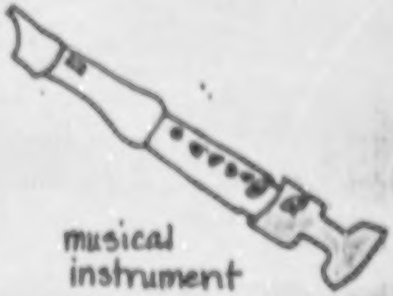
screwdriver



microphone

Bl-J&R-6	Bl-J&R-6	Bl-J&R-6
Bl-J&R-6	Bl-J&R-6	Bl-J&R-6

✂ cut out 6 cards on vertical and horizontal lines

 Artist	 microphone	 paints + brush	 clay
 Actress	 scissors	 costume	 make-up
 Tailor	 pins, needles, + thread	 sewing machine	 musical instrument

B1-J&R-7

Family Workers

ARTS & HUMANITIES
HOMEMAKING

Directions:

1. Read story, need cards, family worker cards, and paid worker cards.
2. Match three cards (one of each kind) with each part of story.

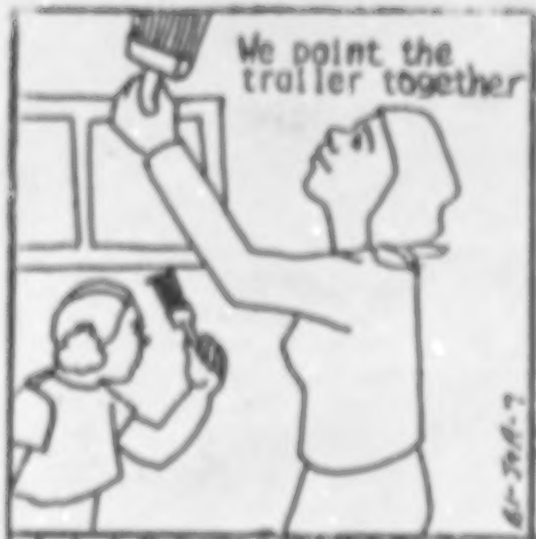
Materials:

Included:
5 Need cards
5 Family worker cards
5 Paid worker cards

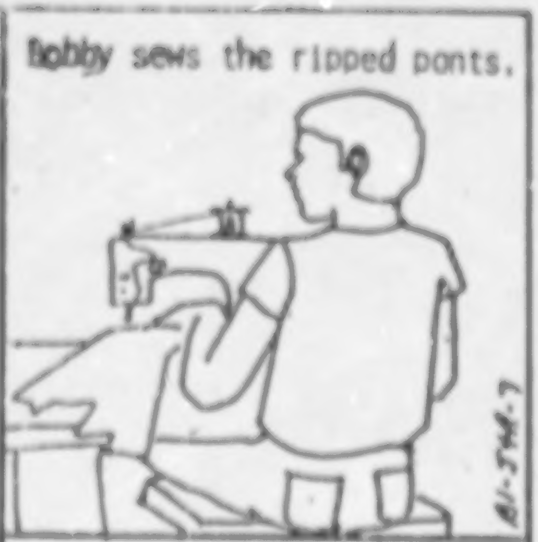
Needed:
None

Papa also buys groceries when we need food.

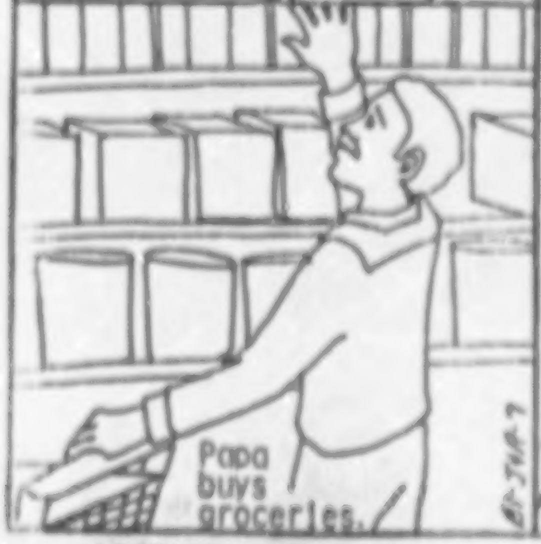
When our trailer looks old, Mommy and I paint it together.



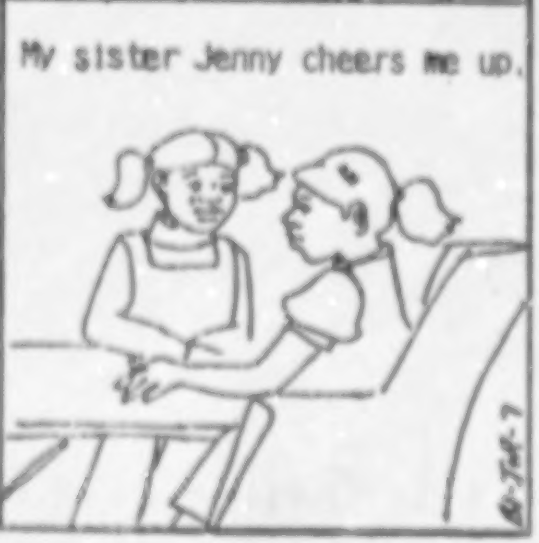
We paint the trailer together



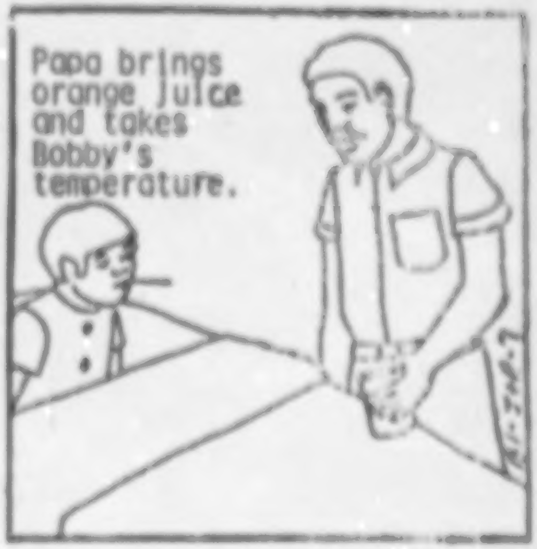
Bobby sews the ripped pants.



Papa buys groceries.



My sister Jenny cheers me up.



Papa brings orange juice and takes Bobby's temperature.

make cards by cutting on solid lines

BEST COPY AVAILABLE

Family Worker

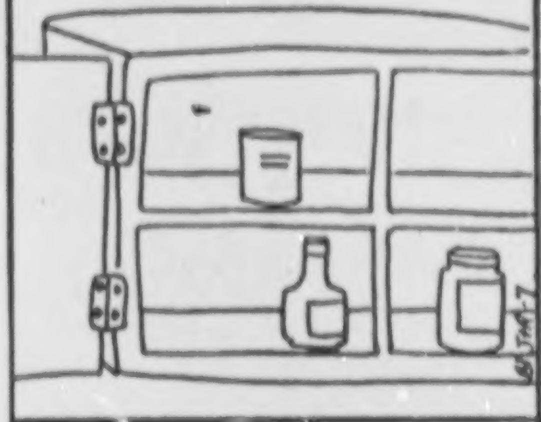
Family Worker

Family Worker

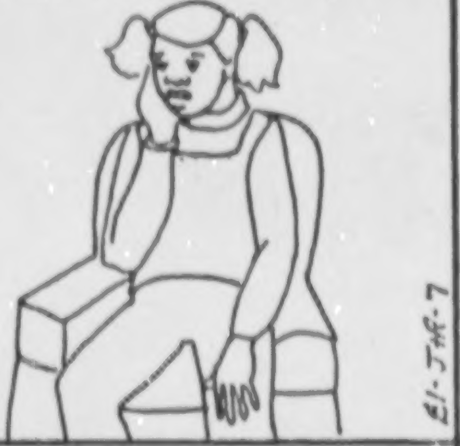
Family Worker

Family Worker

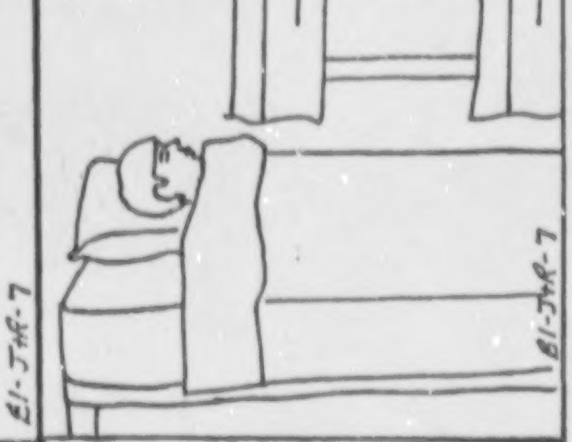
Not enough food



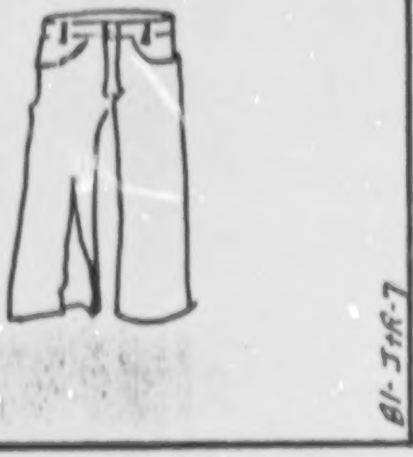
Sad and lonely



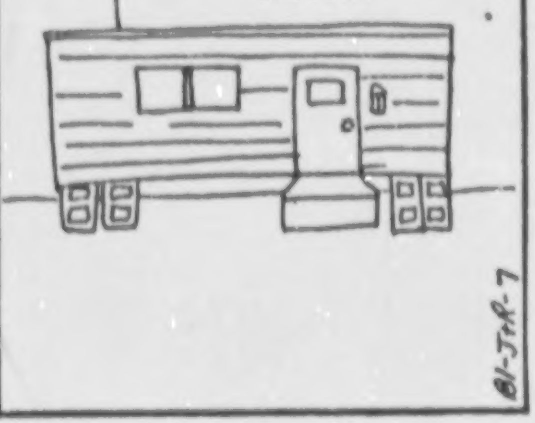
Sick



Ripped pants



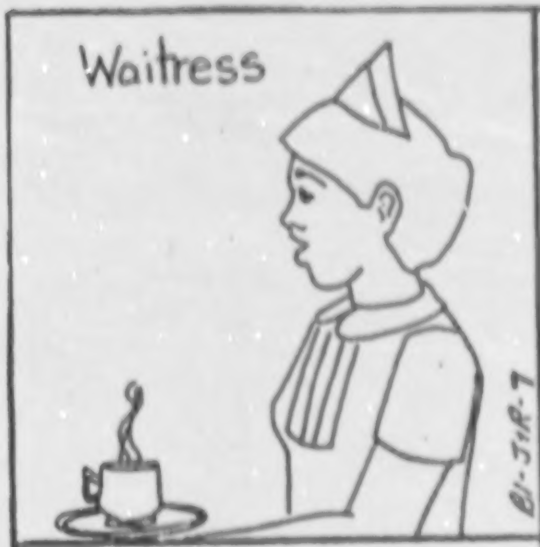
Old-looking trailer

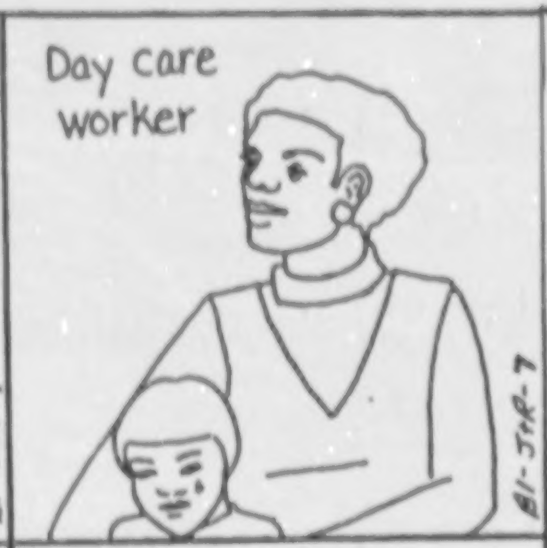


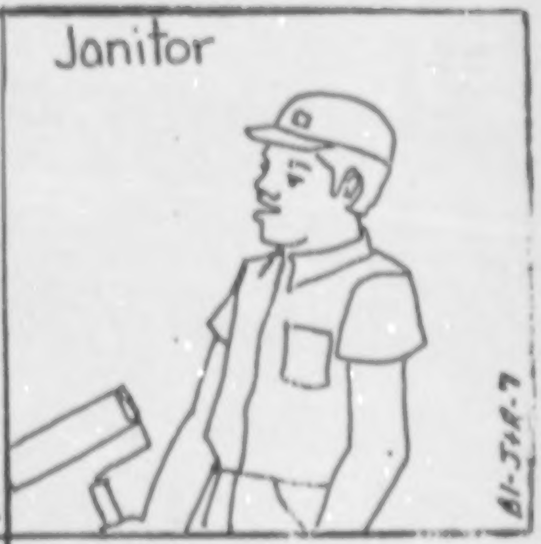
make cards by cutting on solid lines

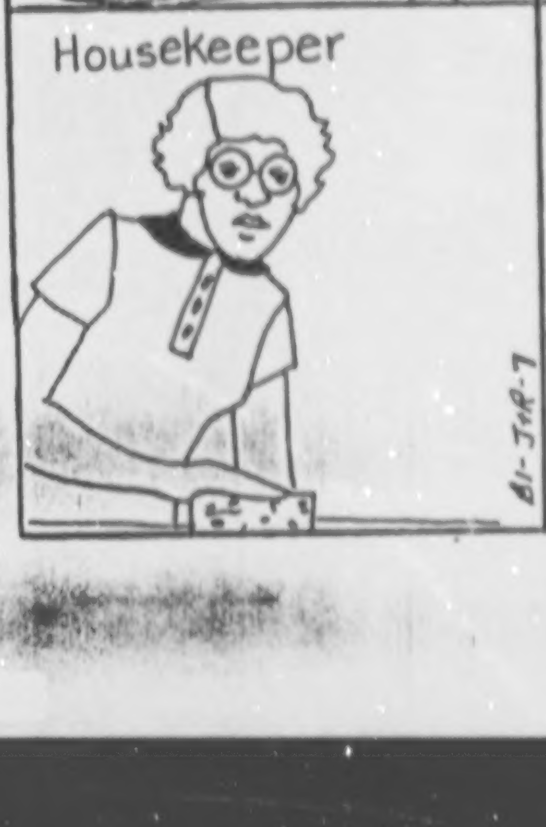
Need Need Need

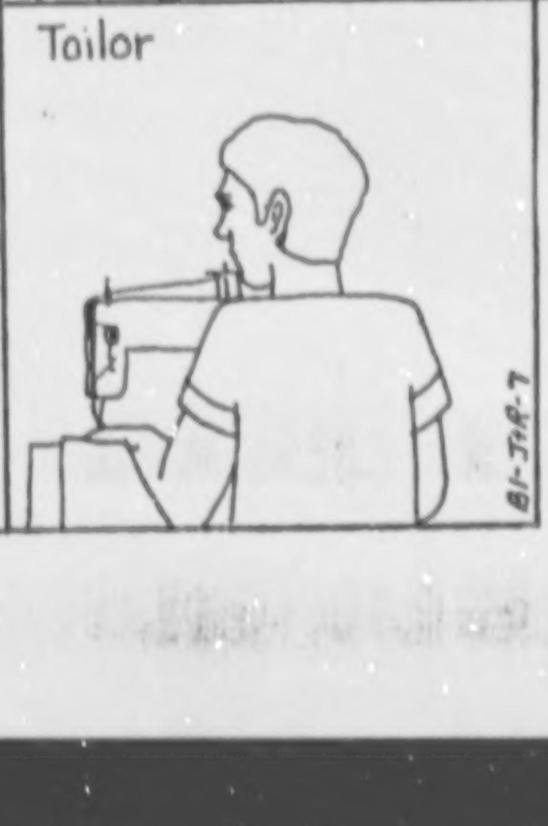
Need Need


Waitress
B1-J+R-7


Day care worker
B1-J+R-7


Janitor
B1-J+R-7


Housekeeper
B1-J+R-7


Tailor
B1-J+R-7

make cards
by cutting
on solid lines

Paid Worker

Paid Worker

Paid Worker

Paid Worker

Paid Worker

There are five people in my family. We all help each other. When I am sad and lonely, my sister Jenny talks with me and listens. She cheers me up.

[redacted]

When Jenny rips her pants, Bobby, our brother, sews them for her.

[redacted]

If Bobby gets sick, Papa brings cool orange juice and takes his temperature.

[redacted]

B1-J&R-8

Favorite Worker Puppet

ARTS & HUMANITIES
HOMEMAKING

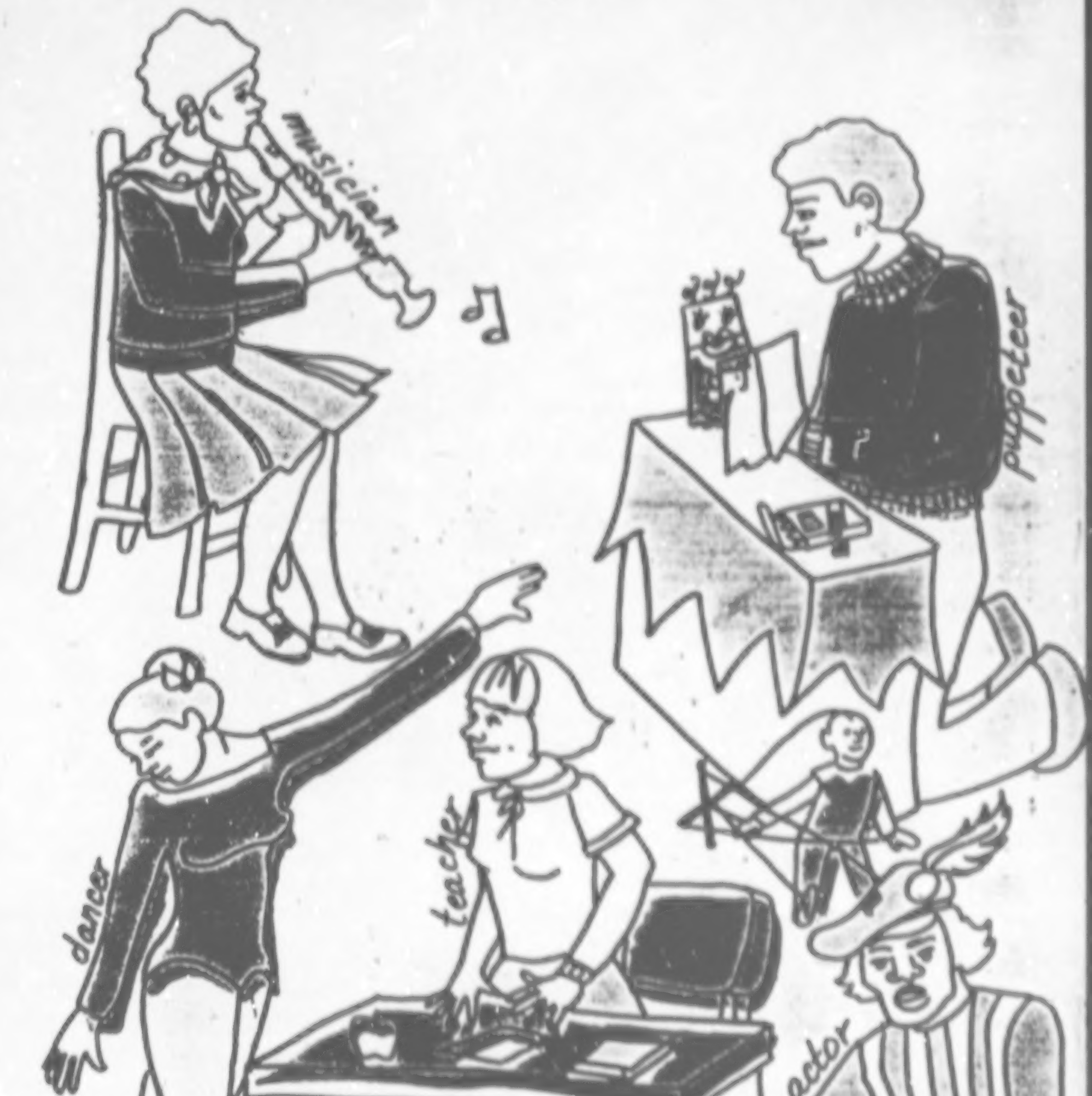
Directions:

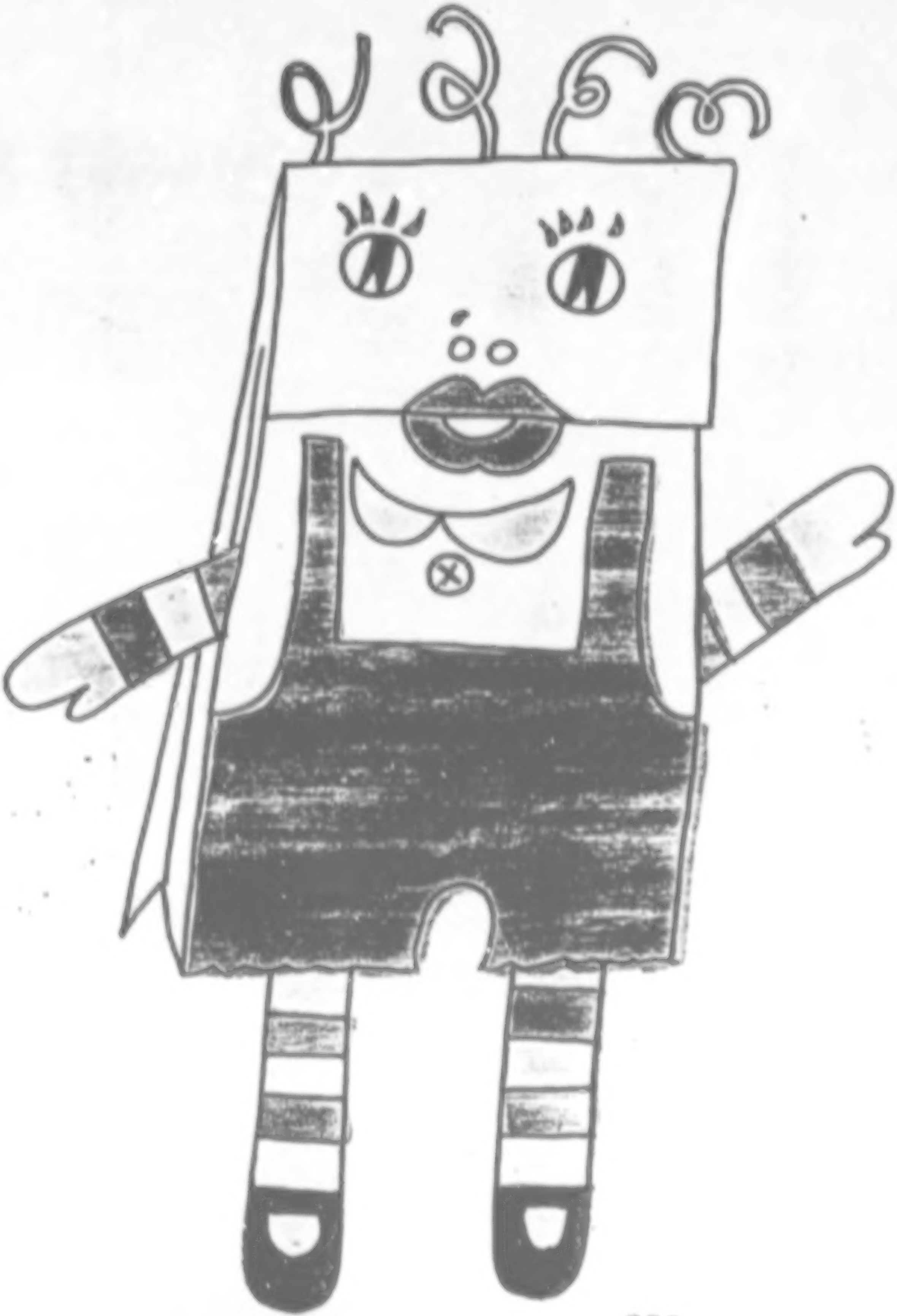
Choose favorite worker in Arts or Homemaking and make "puppet worker," using paper bag, construction paper, etc.

Materials:

Included:
  Pictures

Needed:
  Flat-bottomed paper bags
  Colored construction paper
  Paste
  Scissors
  Crayons


musician
puppeteer
dancer
teacher
actor



B1-SA-1

Mirror, Mirror

ARTS & HUMANITIES
HOMEMAKING

Directions:

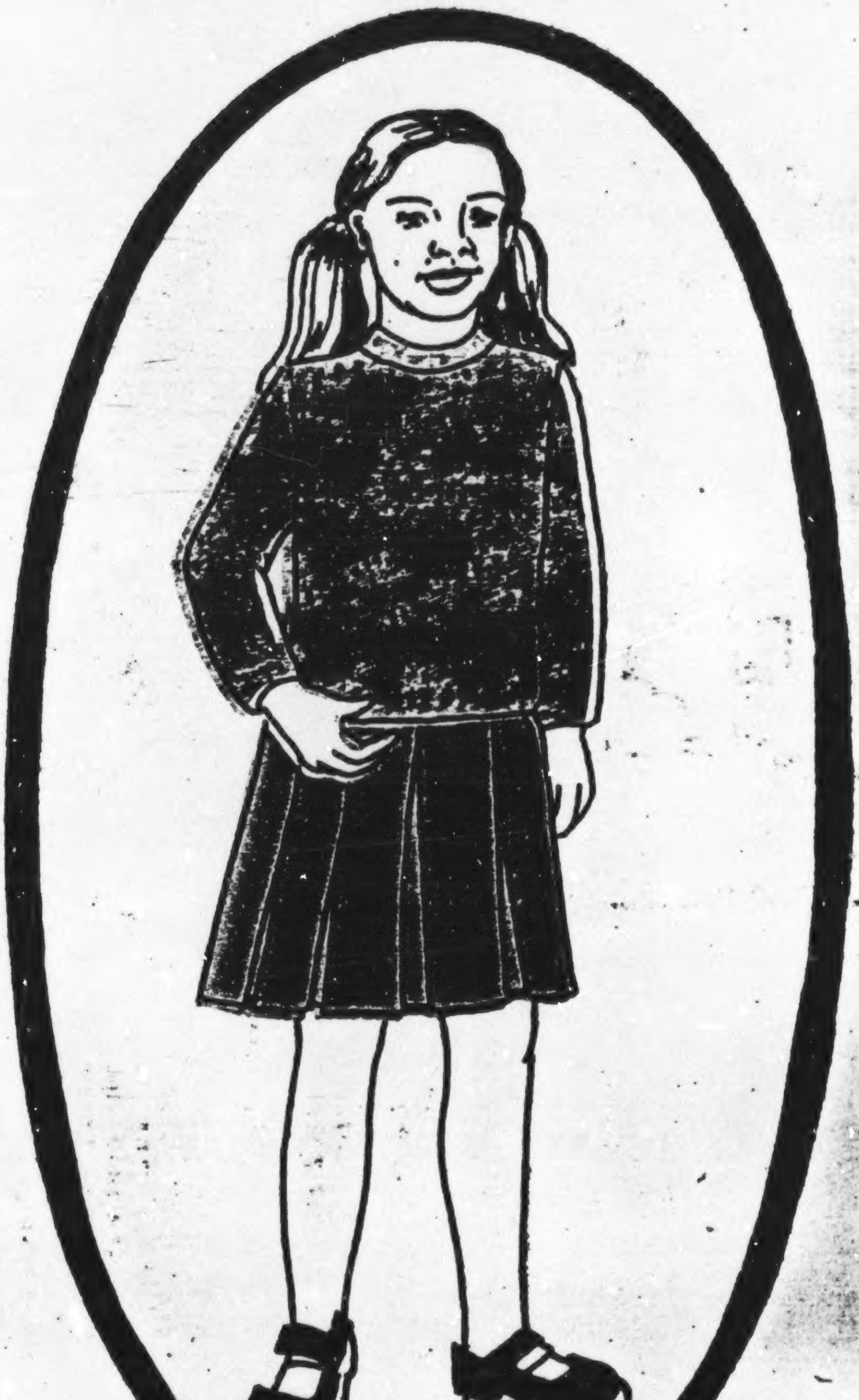
Name and touch own six body parts (head, torso, arms, hands, legs, feet) while standing in front of full-length mirror.

Materials:

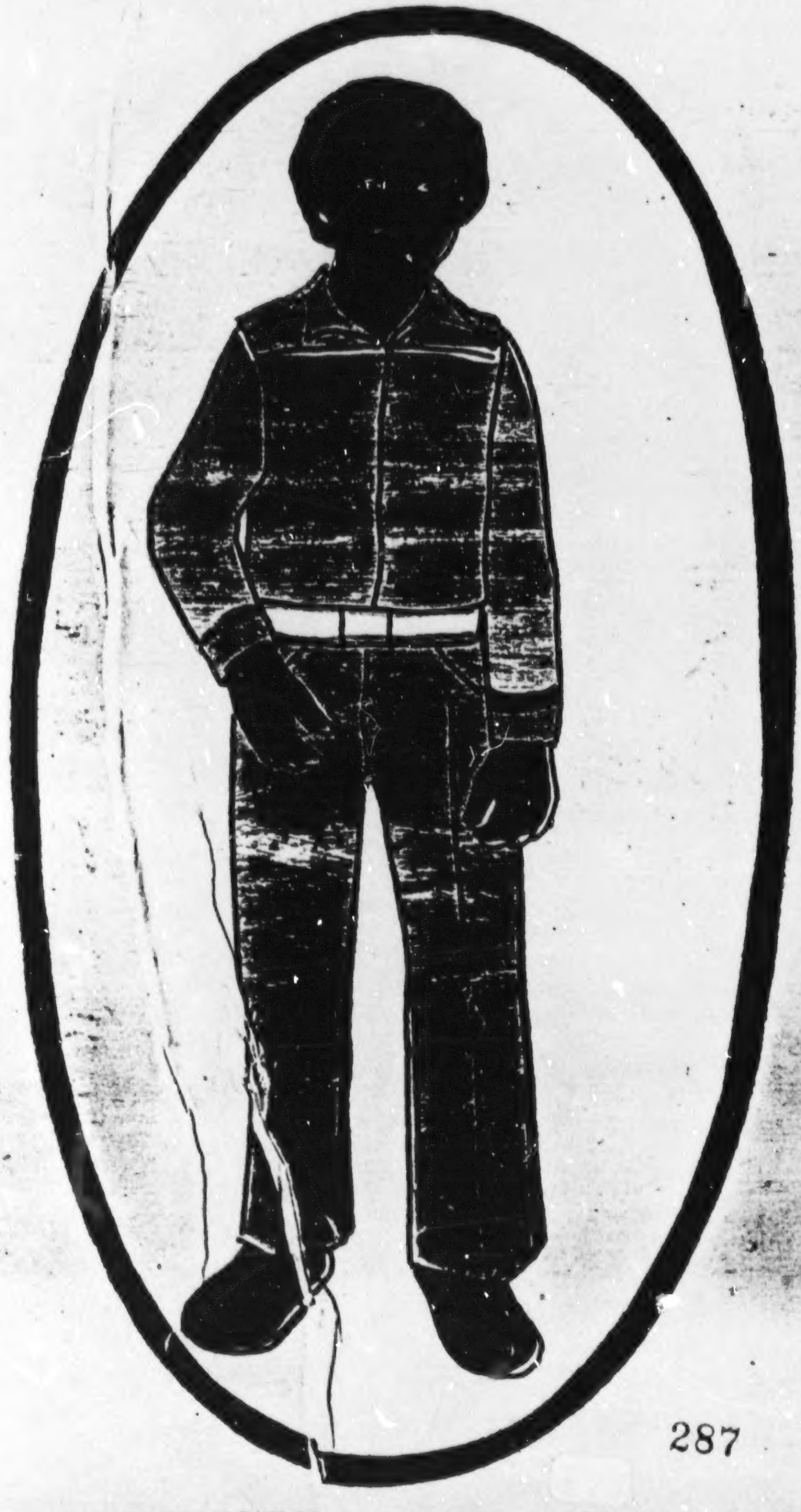
Included:
Pictures

Needed:
Full-length mirror

MIRROR

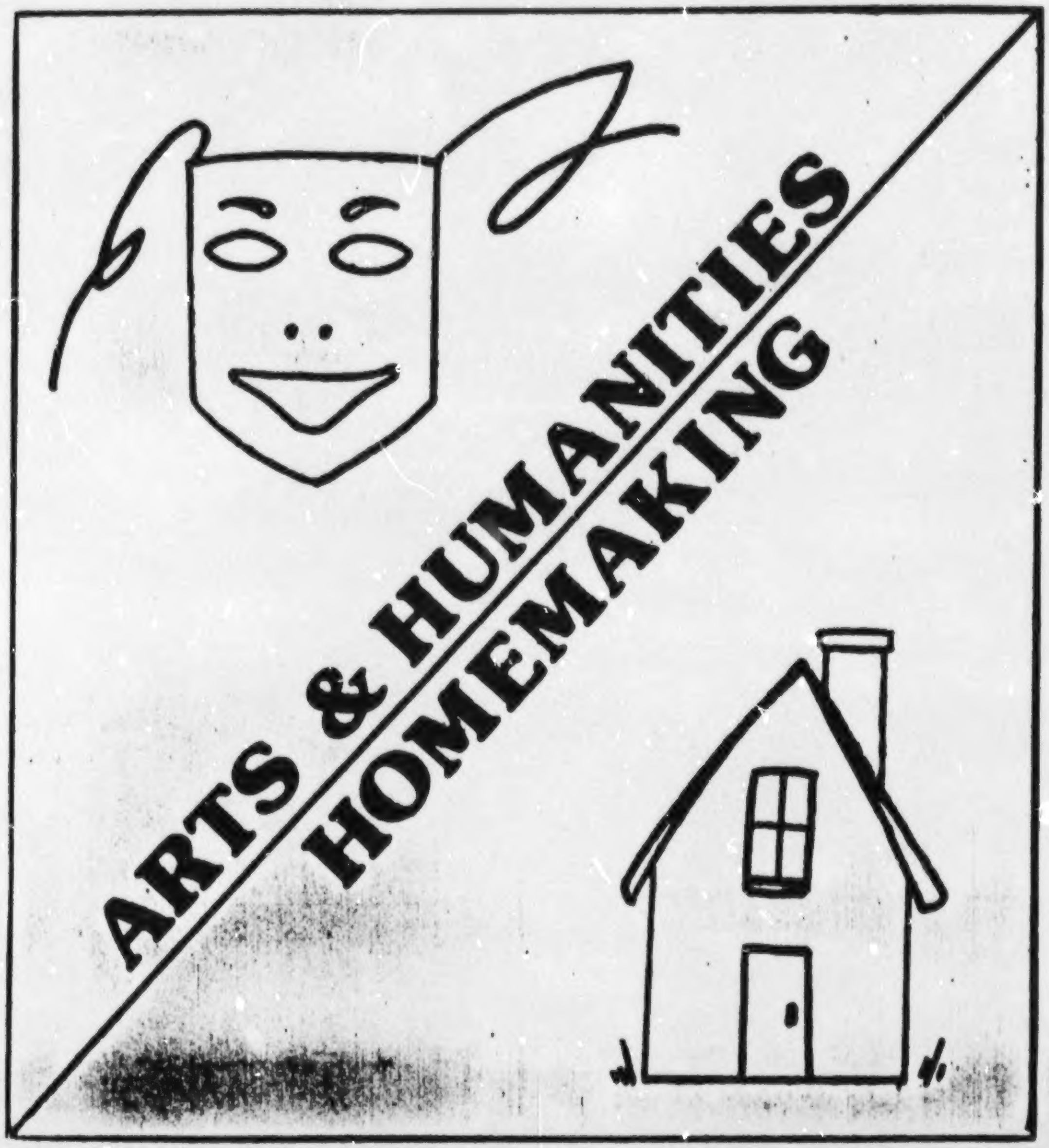


MIRROR



B1-SA-2

Silhouette



Directions:

1. Student sits between light source and black paper taped to wall, so that shadow of head is cast on black paper.

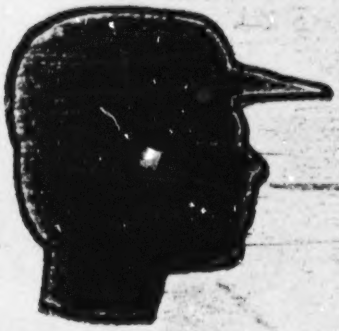
2. Teacher uses chalk to draw outline on black paper.

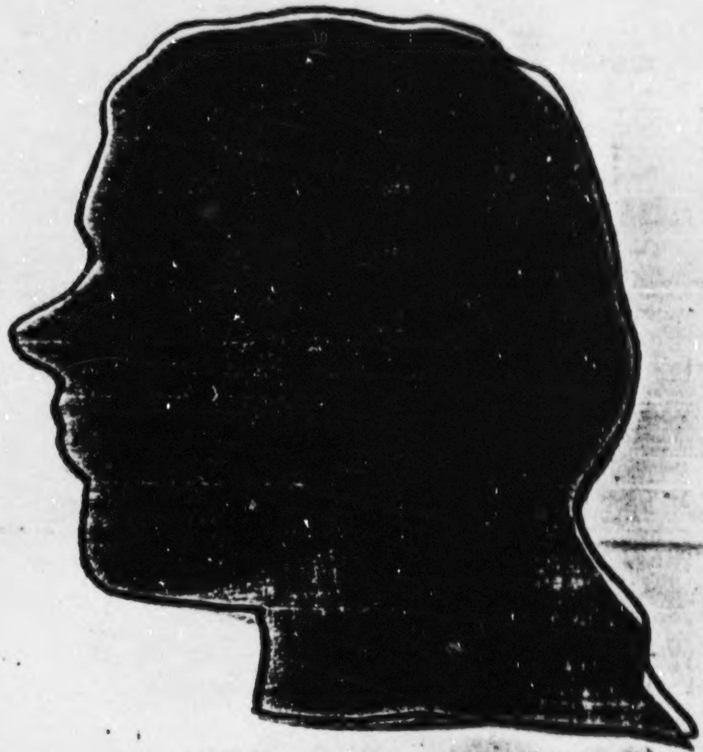
3. Cut out silhouette and paste onto white paper.

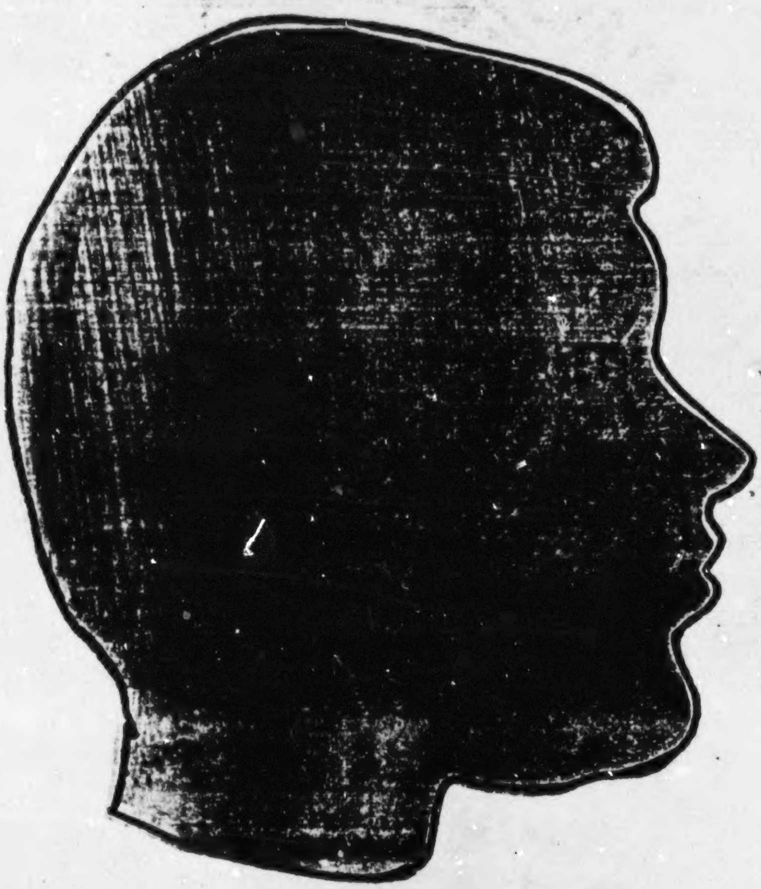
Materials:

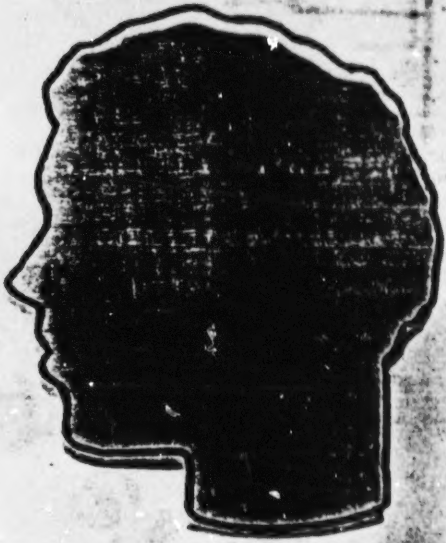
Included:
  Pictures

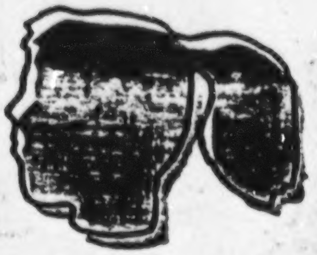
Needed:
  Light source
  Scissors
  Paste
  Adhesive tape
  Chalk
  Heavy white paper (12"x18")
  Black construction paper (12"x18")

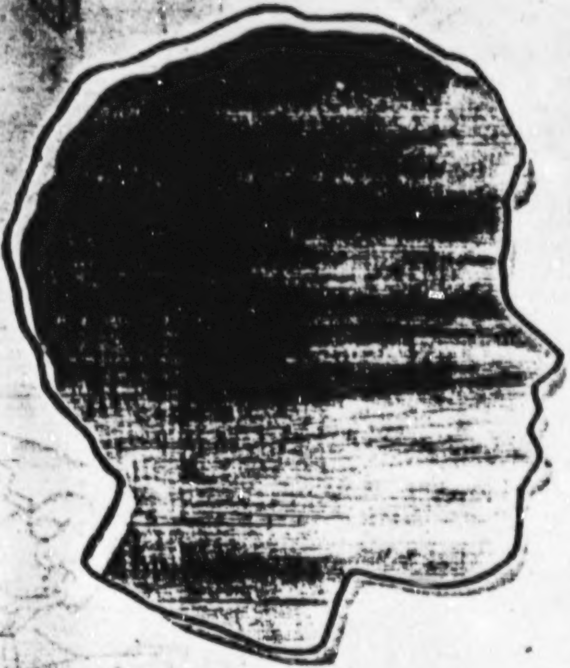


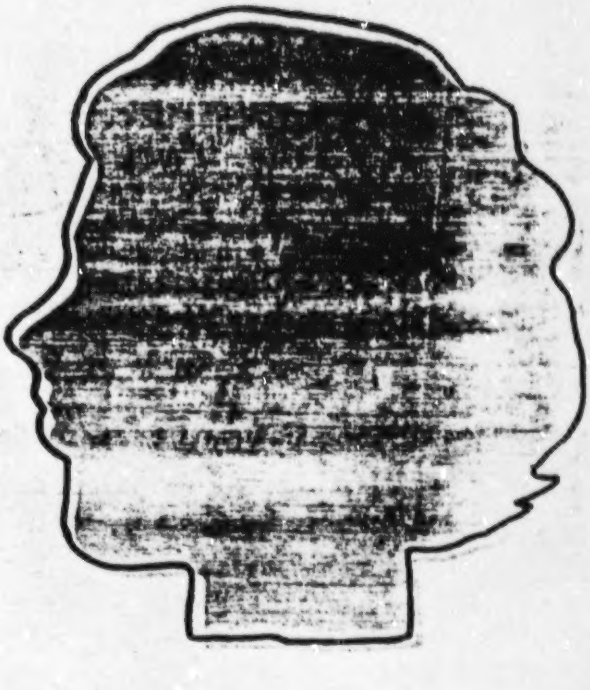


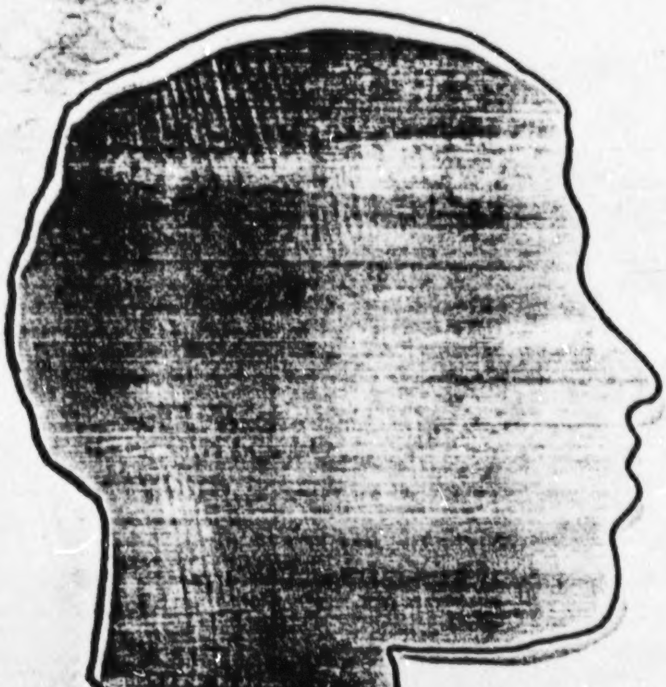






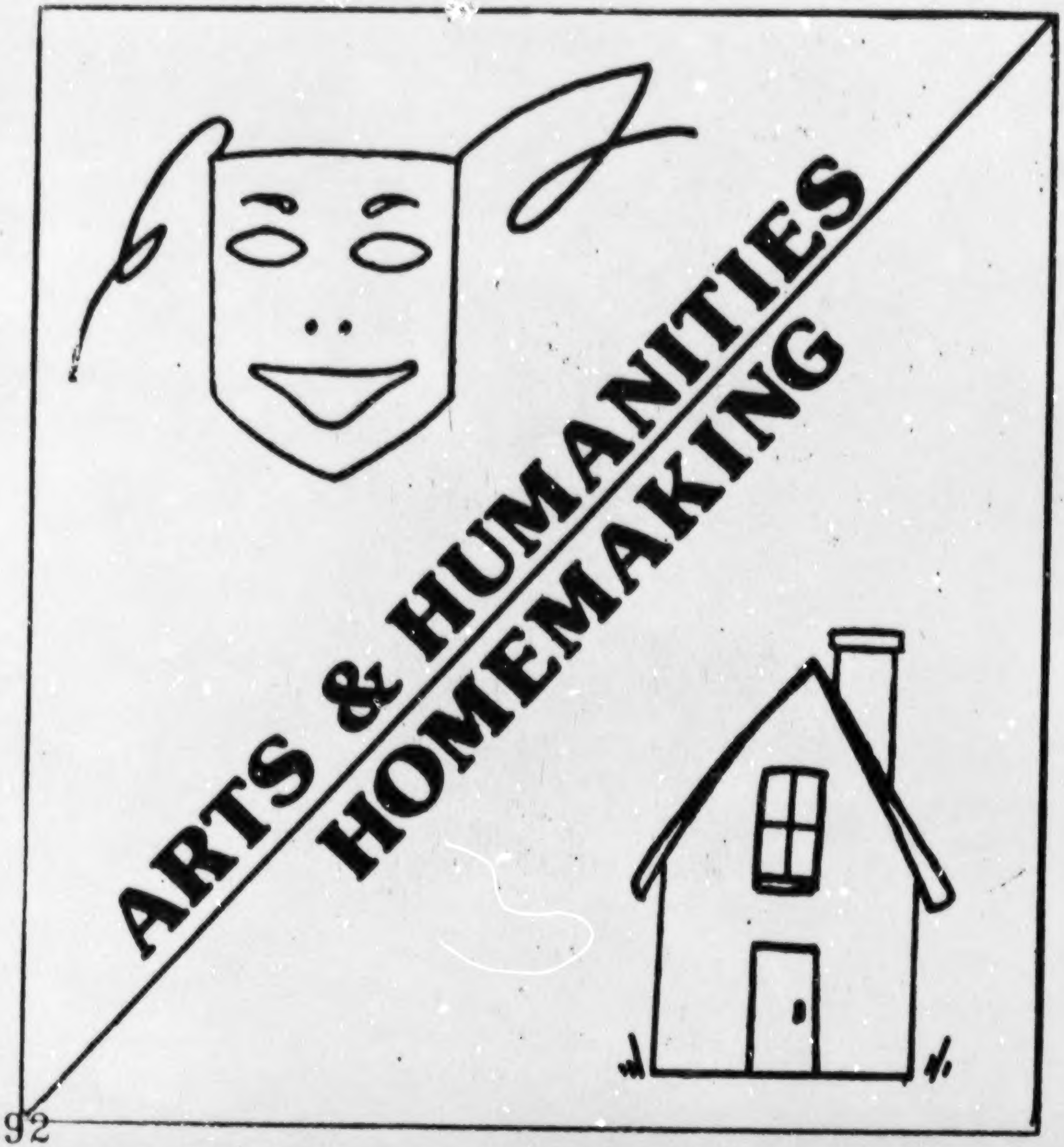






B1-SA-3

Skill Mime


ARTS & HUMANITIES
HOMEMAKING

Directions:

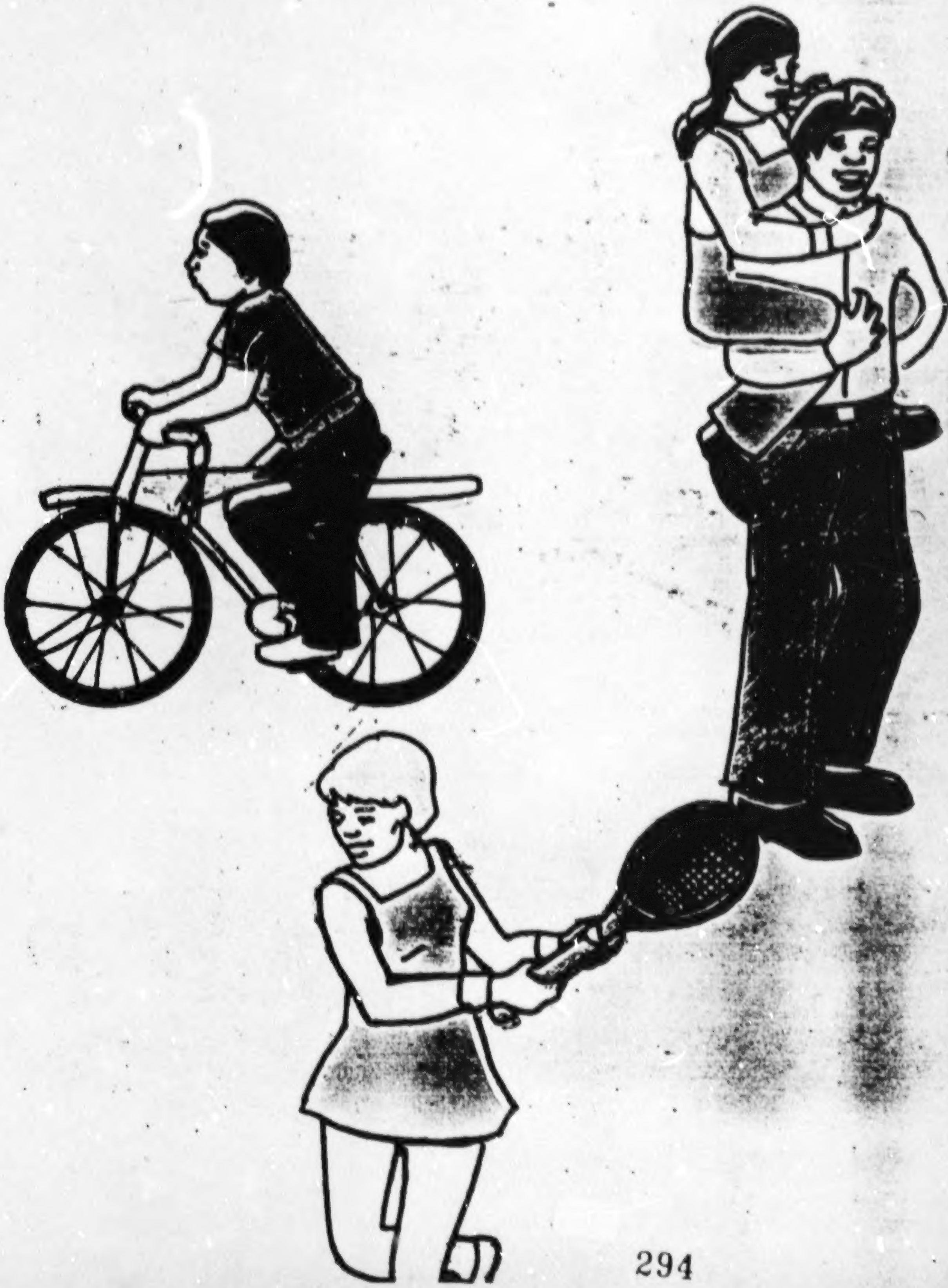
1. Name one body part (head, torso, arms, hands, legs, feet) at a time and pantomime a skill using body part named.
2. Guess skill and name a worker who uses it.

Materials:

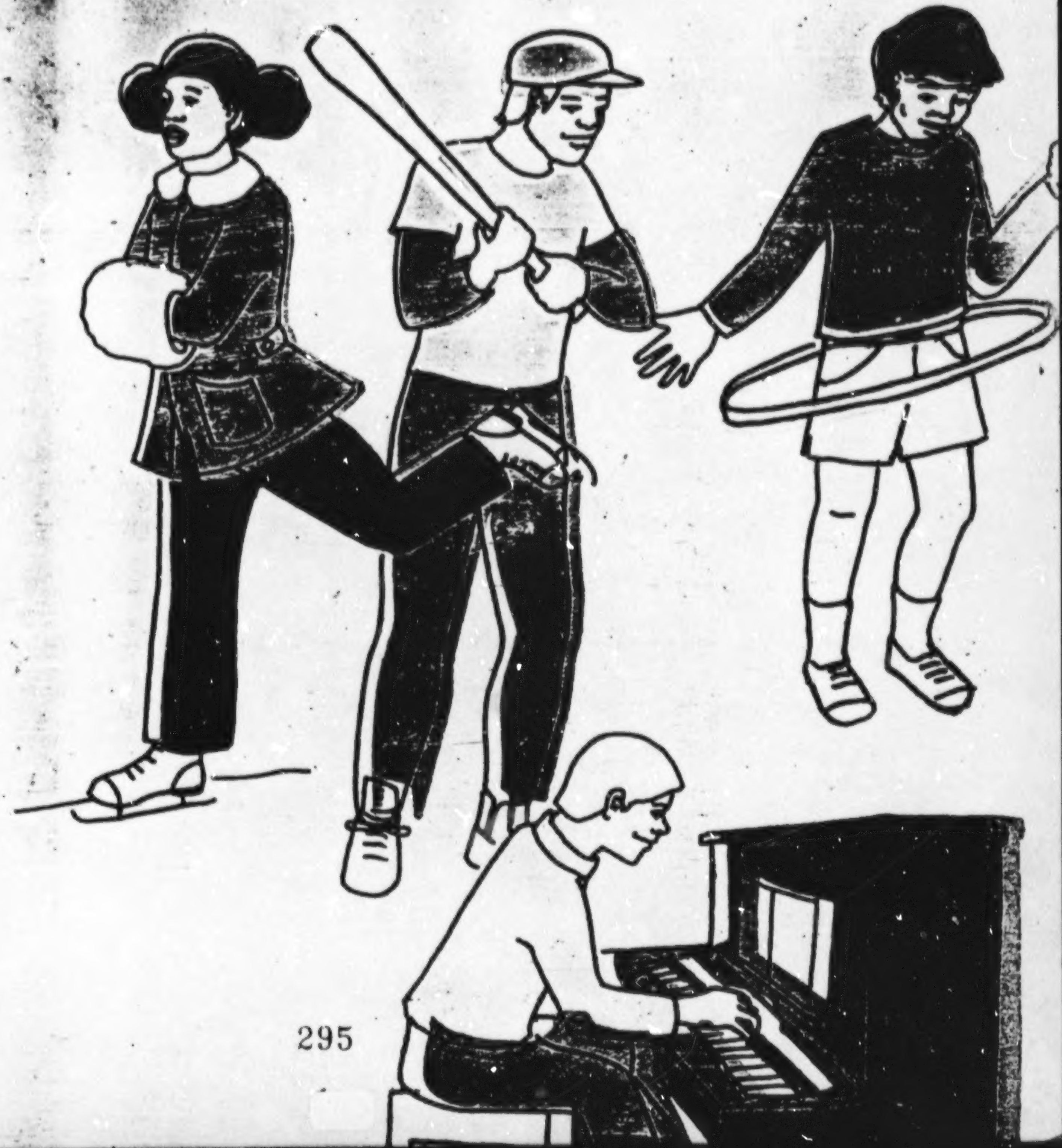
Included:
Pictures

Needed:
None

SKILL MIME SKILL MIME SKILL MIM



SKILL MIME SKILL MIME SKILL MIME



B1-SA-4

Four Feelings

ARTS & HUMANITIES
HOMEMAKING

Directions:

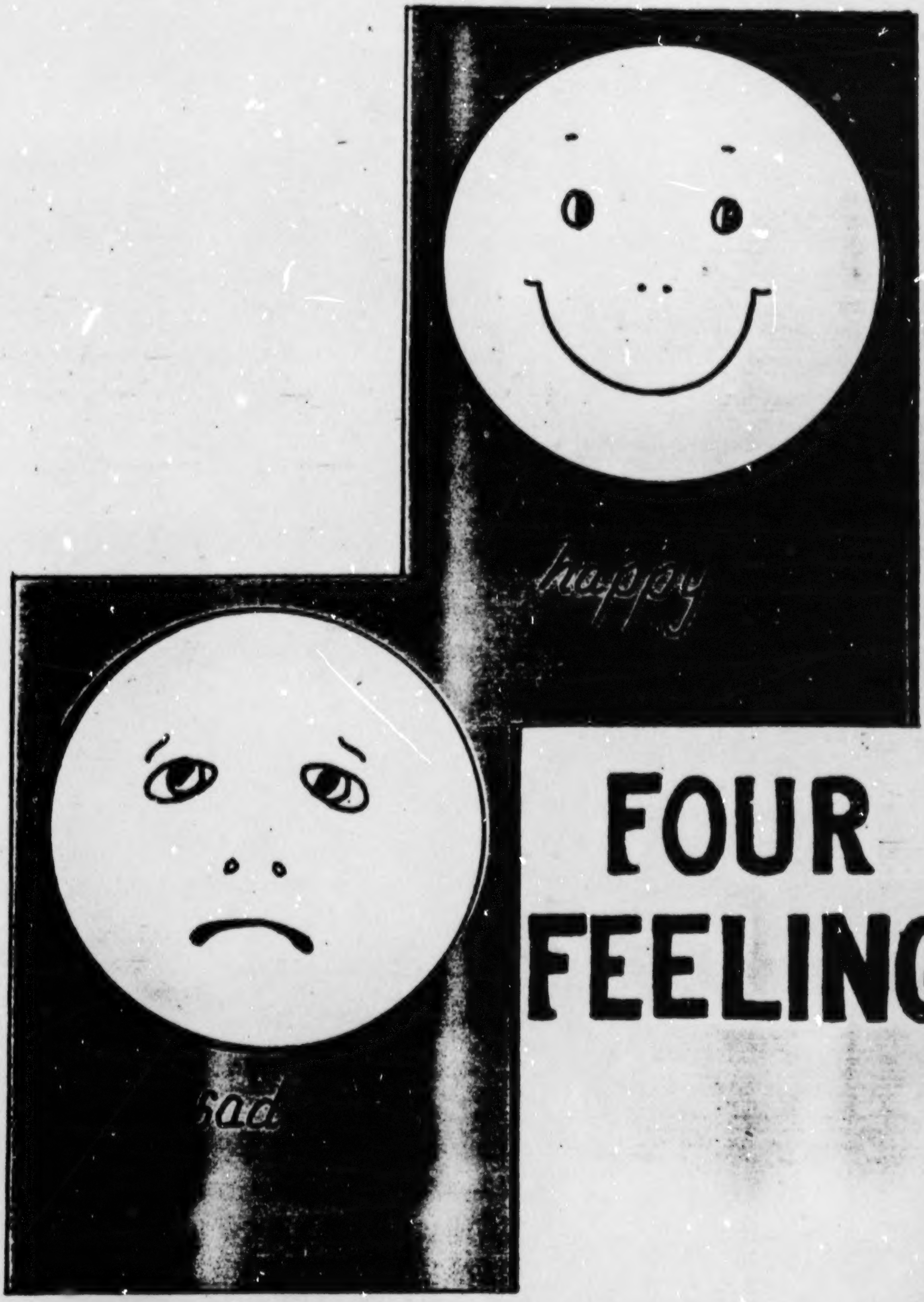
Pantomime feelings (sadness, happiness, anger, fright) shown on faces inside folder.

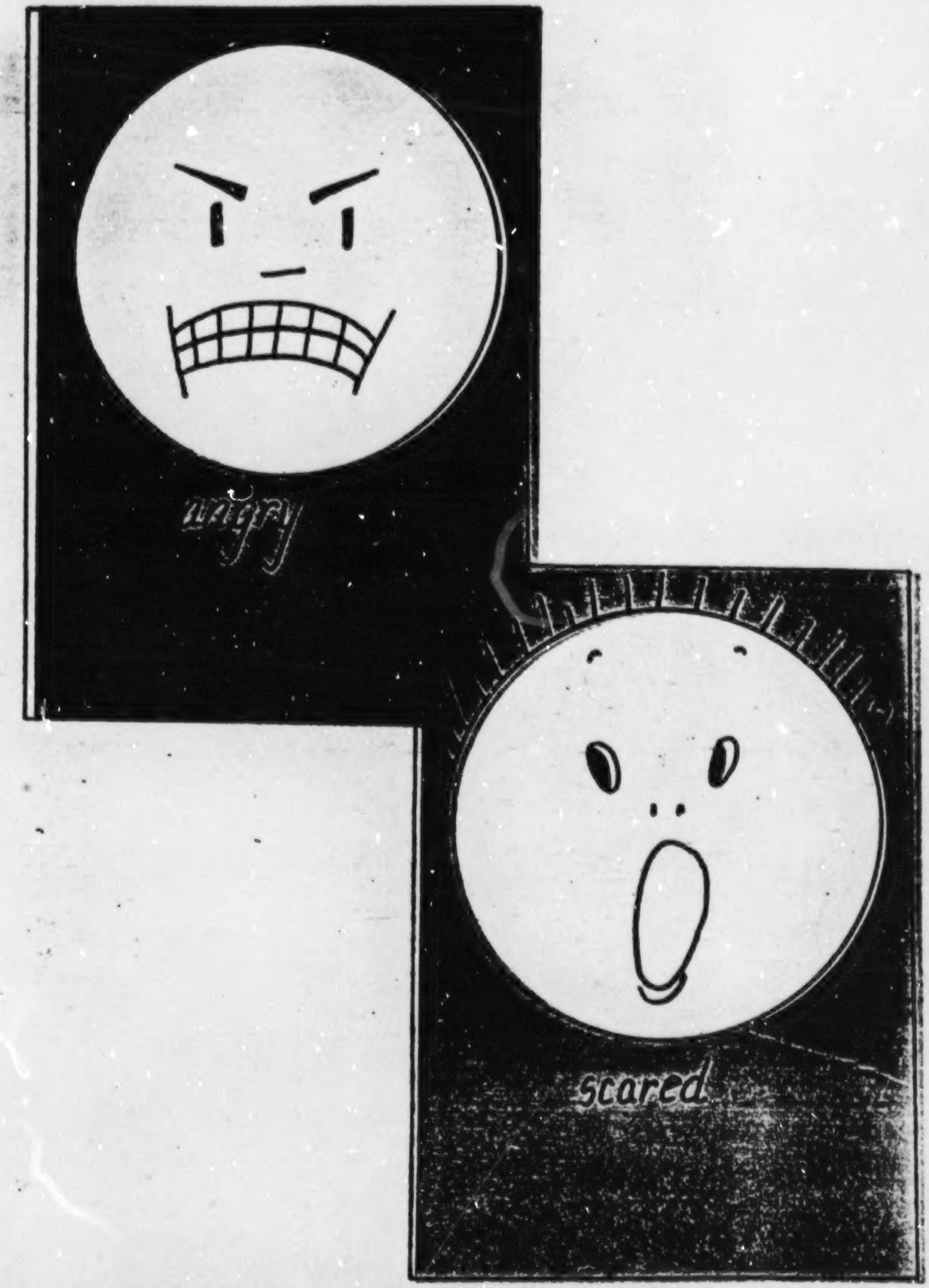
Materials:

Included:
Pictures
Text

Needed:
None

FOUR FEELING




angry
scared

B1-SA-5

Move to Music

ARTS & HUMANITIES
HOMEMAKING

Directions:

Listen to audio tape and use ten body parts (head, torso, arms, hands, legs, feet, eyes, ears, nose, mouth) to pantomime musicians and dancers expressing four feelings (sadness, happiness, anger, fright).

Materials:

Included:
- Pictures
- Audio tape

Needed:
- Tape recorder

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CHOICE materials are available at cost through Auxiliary Campus Enterprises, care of CHOICE, P.O. Box 250, New Paltz, New York 12561.

Training and consultant services available.
For information, contact:

Connie Gans, Pat Hoppe, Elisa Ross, or Margaret Taylor
CHOICE
P.O. Box 250
New Paltz, New York 12561

Telephone 914-257-2187